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EDUCATIONAL RESOURCES INFORMATION CENTER

December 1969

Volume 4 Number 12



ERIC

research

in

education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports and current research projects in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
National Center for Educational Research and Development

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document and Project Sections by ED or EP numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance; the EP prefix identifies current Office of Education research projects.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author or investigator
Institution
Accession numbers

Material for this publication was assembled by North American Rockwell Corporation under contract with the U.S. Office of Education. Use of funds for printing was approved by the Director of the Bureau of the Budget September 19, 1966. Contents do not necessarily reflect official Office of Education policy.

Subscription: Domestic, \$21.00 a year; foreign, \$5.25 additional. Single copy: Domestic, \$1.75. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

December 1969

Volume 4 Number 12

Research in Education

ED 030 772-031 604 / EP 011 871-011 909

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RESEARCH IN EDUCATION

Volume 4 Number 12

December 1988

Research in Education

Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports and projects. It consists of a coordinating staff in Washington, D.C. and 19 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

Document Resumes

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

ED 013 371

Norberg, Kenneth D.

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Sacramento State Coll., Calif.

Spons Agency—USOE Bur of Research
Report No.—NDEA-VIIB-449

Pub Date—15 Apr 66

Contract—OEC-4-16-023

Note —Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.

Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)

EDRS Price—MF-\$0.75 HC-\$5.24 129p.

Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.
Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research. The conclusion of the analysis attempted to relate some issues in perception theory to the problem of the development of a theory of iconic signs. Discussions were included on (1) the stimulus-response paradigm, (2) the psychophysical theory of perception, (3) an information theory approach, (4) nonverbal communication and pictic analysis, (5) a theory of pictorial communication and (6) perception and nonlinear signs. (AL)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*.

Informative Abstract.

Abstractor's initials.

Document Résumés

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The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number. Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

- | | |
|--|---|
| AA — North American Rockwell | JC — Junior Colleges |
| AC — Adult Education | LI — Library and Information Sciences |
| AL — Linguistics | PS — Early Childhood Education |
| CG — Counseling and Personnel Services | RC — Rural Education and Small Schools |
| EA — Educational Administration | RE — Reading |
| EC — Exceptional Children | SE — Science Education |
| EF — Educational Facilities | SP — Teacher Education |
| EM — Educational Media and Technology | TE — Teaching of English |
| FL — Foreign Languages, Teaching of | UD — Disadvantaged |
| HE — Higher Education | VT — Vocational and Technical Education |

ED 030 772 AA 000 379
Science Education Information Report, General Bibliography Series 21, Instructional Procedures.

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Jul 69

Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—Audiovisual Aids, *Bibliographies, Biology, College Mathematics, College Science, Elementary School Mathematics, Elementary School Science, Instruction, *Mathematics Education, Physical Sciences, Science Activities, *Science Education, Secondary School Mathematics, *Secondary School Science, Teacher Education

Listed are 212 citations of documents related to instructional procedures in science and mathematics education. The documents included represent research reports, research reviews, conference reports, position papers, textbooks, manuals, speeches, and other types. Citations are categorized in alphabetical order by author, and indicate source, availability, and major ideas of the document. The bibliography updates, but does not replace, bibliography 11 (ED 026 277) and bibliography 1 (ED 015 877). (RH)

ED 030 773 52 AA 000 380
Development Trends in Federal Library and Information Center Automation. Final Report.

Information Dynamics Corp., Bethesda, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-9031

Pub Date Jun 69

Contract—OEC-0-8-089031-4627

Note—429p.

EDRS Price MF-\$1.75 HC-\$21.55

Descriptors—Administrative Policy, *Automation, Computer Science, Developmental Programs, Federal Programs, *Government Libraries, Information Centers, Information Retrieval, Libraries, *Library Research, Library Services, *Library Surveys, Models

Identifiers—Federal Library Committee
A study was made to establish the patterns in past library automation development activities within the Federal Government of the United States so that these could be available for setting the boundaries for a generalized system design for computerized library operations. More than 50 administrative and technical personnel within the Federal library community were interviewed, and information was compiled on 28 libraries and information centers among eight of the Executive Departments and four independent Agencies. Pictures of both the technical and administrative

sides of library operation were built up. These pictures were used to form a composite overview of technological movements within the Federal Government toward library automation, and the forces acting as constraints on such movements. Few strongly cohesive trends in automation were found among the library and information activities of specific agencies. But, in spite of this, it appeared that generic automated systems with broad parametric application to both technical and administrative considerations could be devised. Appended to the report are (1) supplemental materials on methodology and (2) data summaries, backing up the discussions on data reduction and analysis. Some fourteen Case Reports prepared during the study are published as separate volumes. (JH)

ED 030 774 AA 000 381
DeCrow, Roger, Ed. Grabowski, Stanley M., Ed.

Research and Investigation in Adult Education; 1969 Annual Register.

Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.

Pub Date Sep 69

Note—150p.

EDRS Price MF-\$0.75 HC-\$7.60

Descriptors—*Adult Education, Adult Learning, *Annotated Bibliographies, Comparative Education, Disadvantaged Groups, Educational Environment, Institutions, *Investigations, Job Training, Management Development, Personnel, Professional Continuing Education, Program Administration, Program Planning, *Research, Teaching Methods, Womens Education

An annotated bibliography includes 490 items of research or investigation in adult education, mostly dated 1968 or 1969. They cover adult learning characteristics, program planning and administration, learning environments, instructional methods, curriculum materials and instructional devices, personnel and staffing, education of particular groups, program areas, professional and technical continuing education, management and supervisory development, labor education, occupational training, institutional sponsors, and international perspectives in adult education. Included is an author index, a note on availability of the documents, an order blank for the ERIC Document Reproduction Service, and a listing of other publications of the ERIC Clearinghouse on Adult Education. (eb)

ED 030 775 88 AA 000 382

Sara, Nathir G. And Others

A Teaching Program in Health and Sex Education. Parts I, II, and III.

Committee for Interdistrict Cooperation, Lake County, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date 68

Note—477p.

EDRS Price MF-\$1.75 HC-\$23.95

Descriptors—Behavior Development, Child Development, Elementary Education, Family Life Education, *Health Education, Human Body, *Hygiene, *Instructional Materials, Kindergarten, Safety Education, Secondary Education, Self Actualization, *Sex Education, Sexuality, *Teaching Programs
Identifiers—Elementary and Secondary Education Act (1965), ESEA Title 3

A comprehensive program for elementary and secondary health education is presented. The program is structured to promote affective as well as cognitive learning and centers on (1) understanding the human body and learning how to care for it, (2) understanding what it means to be man or woman, and (3) understanding the forces in the physical and social environment that influence behavior. Thus, sex education and mental hygiene are included as "normal" parts of the health program. The term "health and sex education" is used in reference to the program only to emphasize that sex education is not excluded or minimized. There are three basic parts to the program, corresponding roughly to the three educational stages: primary, intermediate, and secondary. Part I is for kindergarten and grades 1 through 4 and is designed to be taught by the self-contained classroom teacher who may use each lesson in connection with appropriate classroom activities. Teaching the program should require no extra time and no changes in scheduling or staff assignments. Part II for grades 5 through 8 follows the departmentalized approach and is designed to be integrated with existing programs in language arts, physical education, science, and social studies. (The distribution of lessons among these four subjects is presented.) The high school program (Part III) is presented as an independent course of study to be taught by specialized health educators. It is written in textbook, rather than teaching manual format, allowing the teacher to decide on methodology and form of presentation. Certain recommendations are included in the preface of the document to enable teachers to use the program effectively. (JH)

ED 030 776 52 AA 000 383

Maron, M. E. And Others

An Information Processing Laboratory for Education and Research in Library Science: Phase I.

California Univ., Berkeley. Inst. of Library Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1085

Pub Date Jul 69

Grant—OEG-1-7-071085-4286

Note—141p.

EDRS Price MF-\$0.75 HC-\$7.15

Descriptors—Automation, Computer Assisted Instruction, Computer Based Laboratories, Educational Needs, *Information Processing, Information Retrieval, Information Science, Laboratory Training, *Library Education, *Library Research, *Library Science, Library Technical Processes, Systems Approach, *Training Laboratories

Study, research, and development were undertaken in the first 18 months of a program (Phase I) to design and implement an information processing laboratory for teaching and research in the field of librarianship. Work during this period was concerned with the planning of the Laboratory and its development according to plan. The planning resulted in definition of initial topics within librarianship to be supported by the Laboratory in relation to the educational needs of the field. This, in turn, led to the development of computer programs for on-line interrogation and search and data files upon which to "exercise" these techniques, as well as other Laboratory elements. The Phase I work included assembling and checking out these initial pieces of the Laboratory; however, no true operational activities were undertaken in the sense of students using the Laboratory on a regular basis. The Laboratory was designed to include capabilities relating both to intellectual access (e.g., associate searching, automatic indexing, automatic abstracting) and to more traditional course content (e.g., subject cataloging). Future directions and plans for the Laboratory were included in the Phase I report. (JH)

ED 030 777 52 AA 000 384

Veener, Allen B.

Project BALLOTS: Bibliographic Automation of Large Library Operations Using a Time-Sharing System. Progress Report (3/27/69 - 6/26/69). Stanford Univ., Calif. Libraries.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1145

Pub Date 29 Jul 69

Grant—OEG-1-7-071145-4428

Note—402p.

EDRS Price MF-\$1.50 HC-\$20.20

Descriptors—Automation, *Cataloging, *Communications, *Computer Programs, *Information Processing, Information Retrieval, Information Systems, Library Science, Library Services, *Library Technical Processes, Time Sharing

Identifiers—Machine Readable Cataloging, MARC, Project BALLOTS

Project BALLOTS is a large-scale library automation development project of the Stanford University Libraries which has demonstrated the feasibility of conducting on-line interactive searches of complex bibliographic files, with a large number of users working simultaneously in the same or different files. This report documents the continuing progress of the project in substantial technical detail, reflecting both accomplishments and problems. An initial objective of BALLOTS was to create an operational acquisition system compatible with Library of Congress Machine-Readable Cataloging (MARC) records. Specifications are included in the report for converting MARC records into a special input format for BALLOTS and for the creation of a local on-line MARC file. Other activities are in process for the utilization of MARC. Supportive functions of the prototype acquisition system are searching, ordering, receiving, and accounting, and, for the most part, access to its files are with on-line terminals. Limited on-line search service is currently available at Stanford. (Successful remote on-line demonstrations have been conducted at several institutions.) A reference manual for communicating with the Stanford retrieval system is included in the report. Access is provided through the Stanford Terminal Processor (MILTEN) using an IBM 2741 Terminal (other terminals to be considered later) to communicate with an IBM 360/67 Computer located in the Stanford Computation Center. This facility plans to obtain 500,000 bytes of additional high speed (750

nano-second) core to support full-scale system functioning during all hours of normal computer center operation. Many more specific project developments are documented in the report. (JH)

ED 030 778 AA 000 385

Dunn, Mary Kathryn, Comp. Laffey, James L., Comp.

Research on Reading: Word Lists. ERIC/CRIER Reading Review Series, Volume 2, Bibliography 18.

Indiana Univ., Bloomington.

Pub Date Sep 69

Note—56p.

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—*Annotated Bibliographies, Basic Vocabulary, Phonics, *Reading Materials, Spelling, *Vocabulary, Vocabulary Development, *Word Frequency, *Word Lists

Research studies concerned with the development, utility, and evaluation of various types of word lists are reported in this bibliography. Included are such topics as vocabulary loads in various reading materials, phonic generalizations applied to word lists, and basic speaking, writing, or reading vocabularies of various groups. In Part I, 51 documents published since 1950 are reported by citations and descriptive abstracts. Part II contains citations and brief annotations for 76 documents published prior to 1950. Both parts are arranged alphabetically by the author's last name. This bibliography was compiled from a search of the seven basic references of the ERIC/CRIER document collection, which includes journal and other published research literature on reading, USOE-sponsored research reports, dissertations, and International Reading Association conference proceedings. Ordering information for obtaining hard copy and microfiche reproductions of this bibliography and of the individual documents reported therein from the ERIC Document Reproduction Service is included. (CM)

ED 030 779 AA 000 386

Smith, Carl B., Comp. Roser, Nancy, Comp.

Research on Elementary Reading: Critical and Interpretive Reading. ERIC/CRIER Reading Review Series, Volume 2, Bibliography 19.

Indiana Univ., Bloomington.

Pub Date Aug 69

Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—*Annotated Bibliographies, Context Clues, Creative Reading, *Critical Reading, Elementary Grades, *Interpretive Reading, Reading Comprehension, *Reading Research

This bibliography of research studies on critical and interpretive elementary reading is divided into two major parts. In Part I, which includes reports published since 1950, subsection A contains citations and abstracts for highly relevant reports focusing specifically on critical and interpretive reading. Subsection B contains a citation and short annotation for those reports which make a relevant statement about critical and interpretive reading but whose main focus lies outside these areas. Subsection C reports studies related in a peripheral manner to these two subject areas. In Part II, reports published between 1900 and 1949 are listed alphabetically according to the author's last name without being classified in terms of relevancy. A citation and annotation are included for each item. This publication is one of a series of bibliographies related to reading in the elementary school, and the seven basic references of the ERIC/CRIER document collection were used as the source of the citations. Information for ordering the cited documents in hard copy or microfiche form from ERIC Document Reproduction Service is included. (CM)

ED 030 780 24 AA 000 387

Martinez, Cecilia J., Comp. Heathman, James E., Comp.

American Indian Education, A Selected Bibliography.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2469

Pub Date Aug 69

Contract—OEG-4-6-062469-1574

Note—98p.

EDRS Price MF-\$0.50 HC-\$5.00

Descriptors—*American Indians, *Annotated Bibliographies, Cultural Differences, *Educational Resources, English (Second Language), *Research Reviews (Publications), Resource Materials, Socioeconomic Influences, Teaching Guides

Documents on the subject of American Indian education which have been indexed and abstracted in "Research In Education" through August 1969 have been compiled in this bibliography. One hundred and forty-eight publications are cited, all but 3 of which were published since 1960. The citations include a wide variety of resource materials (research and program reports, guides, books, etc.) which examine the cultural and socioeconomic problems and educational developments relative to American Indians. Abstracts follow each citation and descriptor terms are used to provide a subject area index for the bibliography. Pricing information and availability of documents are provided. (JH)

ED 030 781 AA 000 388

Science Education Information Report, General Bibliography Series 29, Evaluation and Educational Objectives, Learning Theories and Processes, Research Methodology.

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Jul 69

Note—68p.

EDRS Price MF-\$0.50 HC-\$3.50

Descriptors—Achievement, Bibliographies, Cognitive Development, Concept Formation, Educational Objectives, Educational Research, *Evaluation, *Learning, *Mathematics Education, *Research, *Science Education

Reported are 254 citations of documents related to evaluation, learning, and research methodology in science and mathematics education. The documents included represent research reviews, conference reports, research reports, position papers, textbooks, manuals, speeches, and other types. Citations are categorized in alphabetical order by author, and indicate source, availability, and major ideas of the document. The bibliography updates, but does not replace, bibliography 19 (ED 026 285) and bibliography 9 (ED 021 774). (RH)

ED 030 782 AA 000 389

Science Education Information Report, General Bibliography Series 30, Teacher Characteristics, Student Characteristics.

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Jul 69

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Bibliographies, *Mathematics Education, Mathematics Teachers, *Science Education, Science Teachers, Student Attitudes, *Student Characteristics, Teacher Attitudes, *Teacher Characteristics, Teacher Evaluation

Reported are 49 citations of documents related to teacher and student characteristics in science and mathematics education. The documents included represent research reviews, conference reports, research reports, position papers, textbooks, manuals, speeches, and other types. Citations are categorized in alphabetical order by author, and indicate source, availability, and major ideas of the document. The bibliography updates, but does not replace, bibliography 20 (ED 026 286) and bibliography 10 (ED 021 773). (RH)

ED 030 783 AC 002 783

Aker, George F. And Others

Evaluation of an Adult Basic Education Program in a Southern Rural Community.

Florida State Univ., Tallahassee. Dept. of Adult Education.

Pub Date Mar 68

Note—104p.

EDRS Price MF-\$0.50 HC-\$5.30

Descriptors—Achievement, *Adult Basic Education, Adult Dropouts, Age Groups, Instructional Program Divisions, Marital Status, Participant Characteristics, Participant Satisfaction, *Program Evaluation, Research, Residential Patterns, *Rural Areas, *Southern States, Statistical Data, Student Evaluation, Teacher Aides, Teacher Characteristics

A study was made of adult basic education in a Southern rural community to determine characteristics of students and instructional staff; grade

level progression, rate of dropout, student satisfaction, and appraisals of instructional staff; and the relationship between program success and characteristics of students and instructional staff. Data were collected via questionnaires, standardized tests, and interview schedules from a 1/3 random sample of students (305 persisters and 116 dropouts) and 77 teachers and teacher aides. Student gains in grade level scores were significant; nearly 3/4 stayed in the program; they were satisfied with the program; and staff were generally satisfied with student progress. Factors which seemed to favor achievement were being middle aged, having had no prior school experience, and being of rural residence. Dropouts were likely to be young, with no family responsibilities, and not too committed to a particular line of work. Staff characteristics differences between "high" and "low" achieving centers were slight but it seemed that a disproportionate share of "high" center teachers expressed concern for the problem of individualization. (nl)

ED 030 784 AC 003 112

Alexander, Frank D.
Evaluation of Family Service Program, Home Economics Division of Cooperative Extension, Essex County, New York: Extension Study No. 19.

Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.

Pub Date Nov 68

Note—141p.

EDRS Price MF-\$0.75 HC-\$7.15

Descriptors—*Disadvantaged Groups, Effective Teaching, *Family Life Education, Family Problems, Indigenous Personnel, Participant Characteristics, *Program Evaluation, Questionnaires, *Rural Extension, *Teacher Aides, Tests

Identifiers—New York State

An evaluation study of the Family Service Program of the Essex County (New York) Division of Home Economics is focused on the third series of lessons; the purposes of the study were to describe the socioeconomic characteristics of the indigenous program aides and the participants and to show the influence of training for teaching this series of lessons. It was found that aides had higher income, participation scores, and educational levels than participants, but both groups were low in comparison to the country's total population in level of husband's occupation, net family income, and years of school completed. Both aides and participants made significant gains from the pre- to posttest while aides showed slightly higher scores in both testing situations. Participants listed problems of cooking and planning meals, housekeeping, and money management, while aides identified participant problems of care and discipline of children, and health. Among implications are that indigenous women make effective teachers of home economics; both participants in study groups and those taught alone make significant progress; and closer supervision of teaching and attendance would improve the program. (pt)

ED 030 785 AC 003 292

Evans, Eric And Others
Planning Industrial Training.
National Inst. of Adult Education, London (England).

Pub Date Nov 68

Note—46p.

Available from—National Institute of Adult Education, 35 Queen Anne St., London W.1, England (10 6d).

Document Not Available from EDRS.

Descriptors—Academic Performance, Apprenticeships, Cost Effectiveness, Employment Trends, *Evaluation Techniques, *Industrial Training, Labor Force, Models, *Personnel Selection, Prediction, *Program Planning, Questionnaires, Simulation, Statistical Data, *Systems Approach, Task Analysis, Task Performance, Trainers

Identifiers—*Great Britain

Under the pressure of economic conditions and the stimulus of the Industrial Training Act, industrial and commercial firms in Great Britain are acting more and more in the belief that training is inseparable from the mainstream of their activities. This pamphlet is concerned with issues of practical importance in this context: the relative importance of training directed to different levels of skill; prediction of likely performance as a

basis for selection of trainees; the role of training officers in higher decision-making; and techniques for evaluating the return on training expenditures. Included are chapter references, an interview form, a training system outline, cost effectiveness curves, and statistical data on labor force skills, occupational and employment trends, recruitment and training expenditures, and course results from two experimental pre-apprentice programs. (ly)

ED 030 786 AC 003 321

Smith, William J. J.
Report of the Berkeley Parent Education Workshop (July 20-29, 1967).

California State Dept. of Education, Sacramento. Bureau of Adult Education.

Pub Date 68

Note—95p.

EDRS Price MF-\$0.50 HC-\$4.85

Descriptors—Adolescents, Audiovisual Aids, Bibliographies, Changing Attitudes, *Communication (Thought Transfer), Discussion Groups, *Group Dynamics, *Leadership, Mexican Americans, Migrants, *Parent Education, Preschool Children, Program Evaluation, Spanish Speaking, *Workshops

Identifiers—Parent Teachers Association

In 1967, the California Congress of Parents and Teachers (PTA) and the Bureau of Adult Education of the State Department of Education conducted a ten day parent education workshop designed to help the participants understand how group dynamics functions to develop individuals to act as leaders in home and community. Lecturers addressed themselves to the PTA story, leadership and communications, processes helping and hindering communications, communication across generations and cultures, communication and attitude change, and the problems created by the evergrowing population in California of Mexican Americans, many of them migrants. Service committees reported on mechanical aspects of running the workshop. Study groups gave reports of their discussions of leadership and communication between parents and preschool and school age children, problems and needs in parent education, use of community resources, effective communication in the PTA unit and the community, and family life education. Appended is the full text of a speech by Eugene Gonzales on understanding the Mexican American—problems of the bilingual child, myths that should be exploded, the 60-80,000 migrant children in California, and education as the means to break out of the barrios. (eb)

ED 030 787 AC 003 779

Office of State Technical Services Annual Report, Fiscal Year 1968.

Department of Commerce, Washington, D.C. Office of State Technical Services.

Pub Date 68

Note—129p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.25)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Annual Reports, *Business, Counseling Services, Demonstrations (Educational), *Federal Aid, Federal Legislation, Grants, *Industry, International Programs, Maps, National Programs, Program Descriptions, Program Evaluation, Referral, Regional Programs, *State Programs, Statistical Data, *Technical Assistance

Identifiers—*State Technical Services Act of 1965

This report describes activities, in its third year of operation, under the Federal program of technology transfer as provided by the State Technical Services Act of 1965. Field service programs were brought under way in 34 states and 1/4 of the states established formal regional programs. Congress extended authorizations under the State Technical Services Act for three more years. The Public Evaluation Committee conducted thorough investigations and submitted a preliminary report to the Secretary of Commerce. Forty-six states received matching grants for annual programs to provide such technical services as field counseling, reference and referral services, and educational programs; 20 Special Merit Programs, of regional or national significance, were funded. Effective working relationships with other government agencies con-

cerned with technology transfer have been continued and enlarged. (Tables and maps are included; appendices include program descriptions, publications, and lists of persons and institutions involved.) (nl)

ED 030 788 AC 003 975

Planning for Regional Growth: A Report of A Cooperative Educational Program for the Citizens of the Sacramento Valley, Spring, 1968.

California Univ., Davis. University Extension.

Pub Date Aug 68

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—Citizen Participation, *Cooperative Programs, Discussion Groups, Instructional Materials, Objectives, Population Growth, Professional Personnel, *Public Education, Publicize, Public Officials, Public Television, *Regional Planning, University Extension, Urban Areas, Voluntary Agencies

An experiment in public education for regional planning in a five county area was undertaken by the Sacramento Regional Area Planning Commission jointly with the University of California Extension (Davis) and KCRA-TV; the purpose was to present for public scrutiny a set of preliminary goals. A series of television programs was combined with 160 small study discussion groups. University Extension recruited and briefed discussion leaders; and, in conclusion, held a day long conference, attended by 150 persons—1/3 interested citizens and 2/3 public officials and professional persons. A total of 2500 participants in the program was recorded; only 12% returned the questionnaire, likely because of lack of follow-up. Lack of time for personal contact, recruitment, and followup was felt to cause many of the weaknesses of the program. Television reporting was difficult because of the lack of a central information source and of the narrow specializations of many resource people; its major value lay in the presentation of opinions of experts and visual examples of planning concepts. Advertising provided by the Sacramento "Bee" newspaper was very effective. (eb)

ED 030 789 AC 003 976

Divita, Charles, Jr.

Adult Basic Education: A Study of the Backgrounds, Characteristics, Aspirations, and Attitudes of Undergraduate Adults in West Virginia.

West Virginia Research Coordinating Unit for Vocational Education, Huntington.

Pub Date 69

Note—100p.

EDRS Price MF-\$0.50 HC-\$5.10

Descriptors—*Adult Basic Education, Age Groups, *Aspiration, *Educational Background, Occupations, Parental Background, *Participant Characteristics, Program Evaluation, Questionnaires, Residential Patterns, Socioeconomic Status, Statistical Data, *Student Attitudes, Student Transportation

Identifiers—West Virginia

A survey was made of 4,912 students in the Adult Basic Education program in West Virginia to determine their backgrounds, characteristics, aspirations, and attitudes. They were found to be in sociological and economic patterns similar to those of their parents; both groups were school dropouts from rural area and both were undereducated, economically depressed persons with large families. The great majority had a minimum of 20 to 30 potentially productive years before retirement age. Presently they were employed in public assistance type programs; most had been either unwilling or unable to relocate in other areas. They were participating in the program to get a job or a better job, to obtain a high school equivalency diploma, or to learn to read and write better. Most had no problems in attendance, such as lack of time or transportation, or domestic problems; and most were pleased with course. It was recommended that more centers and programs be established, more persons recruited, guest speakers and resource persons be used, transportation be provided when necessary, night high schools or summer high schools be initiated, vocational training programs also be provided, and counselors, social workers, and placement personnel be added. (nl)

ED 030 790

AC 003 982

Shachar, Bezalel

Culture and Education in the Histadrut.

General Federation of Labor, Tel Aviv (Israel).
International Dept.

Pub Date 68

Note—101p.

EDRS Price MF-\$0.50 HC-\$5.15

Descriptors—*Adult Education, Collective Settlements, Cooperatives, Fine Arts, *General Education, Health Education, Information Services, *Labor Education, Languages, Mass Media, Minority Groups, *National Organizations, Professional Training, Publications, Religious Education, Womens Education, Youth

Identifiers—*Histadrut, Israel

The cultural and educational work of the Histadrut (the comprehensive labor organization of Israel) is reviewed, including informational and other services to new immigrants, the frontier settlements, women, Arabs, and youth. Labor education, Hebraic studies, library services, international programs (as at the Afro-Asian Institute), lectures and discussions, study vacations, promotion of the creative and performing arts (including folklore), professional training for managers and librarians, health education, religious education, joint projects with universities and other public institutions, economic enterprises which advance cultural cooperation, and the publication of books, newspapers, and periodicals for and by member organizations, illustrate the range of programs and activities. (ly)

ED 030 791

AC 004 021

Mezrow, J.D., Comp. Berry, Dorothea, Comp.
The Literature of Liberal Adult Education 1945-1957.

Center for the Study of Liberal Education for Adults, Brookline, Mass.

Pub Date 60

Note—317p.

EDRS Price MF-\$1.25 HC-\$15.95

Descriptors—*Adult Education, Adult Educators, Adult Learning, *Annotated Bibliographies, Business, Curriculum, *General Education, Historical Reviews, Industry, Organizations (Groups), Participant Characteristics, Program Evaluation, Program Planning, Public School Adult Education, *Research, Teacher Education, University Extension

Identifiers—Canada, Great Britain

A comprehensive guide is provided to journal articles, government publications, pamphlets, and books in liberal adult education and related areas during 1945-57 in the United States, Great Britain, and Canada. The 1,027 entries are categorized as follows: (1) educational philosophy and trends; (2) research and bibliography (including research reviews) on adult learning, student needs and interests, student characteristics, program planning and evaluation, research needs and methods, training of teachers of adults, and historical reviews; (3) the roles of colleges and universities; (4) adult education conducted by public schools, business and industry, labor, and specialized agencies; (5) courses and curriculums. Publications in Sections 1, 2, and 3 are abstracted or annotated; those in Sections 4 and 5 are not. Indexes to authors, titles, and subjects are included. (Compilers/ly)

ED 030 792

AC 004 048

The Institute of University Extension Administration (March 9-12, 1968).

Canadian Association of Depts. of Extension and Summer Schools, Ottawa (Ontario); Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.

Pub Date Mar 68

Note—133p.

EDRS Price MF-\$0.75 HC-\$6.75

Descriptors—*Administrative Principles, *Case Studies (Education), *Educational Objectives, Educational Problems, Evaluation, Individual Instruction, Institutes (Training Programs), Management, Social Change, Student Enrollment, *University Extension, Urbanization

Identifiers—University of Manitoba, University of Toronto

The focus of the eight day Institute for Directors of Extension sponsored by the Canadian Association of Departments of Evening and Summer Schools and the Ontario Institute for Studies in Education was on administration theory—the examination of adult education problems and their effect on the university. Participants attempted to develop general concepts from particular problems through the use of case studies of the Universities of Toronto and Manitoba, and specific solutions from general models by simulation task studies and problem solving theory. Among conclusions were: goal setting and review are the only way to manage an institution in order to bring about improvement in individuals and administrative performance; increases in student population, the explosion of knowledge, and problems of increasing complexity of an urbanizing society are converging upon the university; and individualized instruction can be attained through a systematic approach in providing continuous and professional emphasis on what and how to teach, and how to evaluate. (pt)

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ED 030 793

AC 004 053

Adult Basic Education Library Holdings.

Colorado Univ., Boulder. Extension Division.

Pub Date Jan 69

Note—96p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Administration, *Adult Basic Education, Adult Learning, *Annotated Bibliographies, English (Second Language), Evaluation, Guidance Counseling, Health Programs, *Instructional Materials, Library Services, Migrants, Minority Groups, Motivation, Reading, Subprofessionals

This is an annotated bibliography of books, pamphlets, and adult basic educational materials currently available in the DHEW Region VIII Adult Basic Education Library. It is organized by subject matter categories; the instructional materials in the last section are organized by publishers. Among areas included are administration, adult learning, counseling and guidance, English as a foreign language, evaluation, health, migrants, minorities, motivation, paraprofessionals, reading, socialization, and teaching methods and techniques. The material is available on two-week loan to anyone engaged in educational programs for disadvantaged adults in Colorado, Idaho, Montana, Utah, and Wyoming. Requests for materials should be sent to Region VIII Adult Basic Education Project, University of Colorado Extension Division, Bureau of Class Instruction, 1165 Broadway, Boulder, Colorado, 80302. Supplements to this bibliography will follow as new acquisitions are made to the library. [Not available in hard copy because of marginal legibility of original document.] (pt)

ED 030 794

AC 004 061

Cunningham, Robert C. Godbey, Gordon C.

Teaching Adults.

Pennsylvania State Univ., University Park. Continuing Education.

Pub Date Jun 68

Note—38p.

Available from—Pennsylvania State Univ., Dept. of Continuing Education, University Park, Pa. 16802

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—*Adult Learning, *Program Planning, *Student Evaluation, *Student Teacher Relationship, *Teaching Methods

Teachers of adults should be aware of the fact that although learning ability can decline with disuse, a person's basic learning capacity does not change in the adult years. Among major sensitivities adult educators need, however, are a keen awareness of adult concerns for place and circumstances of educational facilities, an effective working relationship with students, and careful planning of both classroom procedures and evaluation techniques. (se)

ED 030 795

AC 004 067

Leidheiser, Paul

Program Development Committee Usage by Area Extension Agents in the Agricultural Industries.

Pub Date Apr 68

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Administrative Organization, *Advisory Committees, Agricultural Education, Educational Objectives, *Extension Agents, Interagency Cooperation, Occupations, Opinions, *Program Development, Program Evaluation, Regional Programs, Responsibility, *Rural Extension, *Use Studies

Identifiers—*Cooperative Extension Service, Ohio

Using questionnaire responses from 24 out of 25 area extension agents, this Ohio Cooperative Extension Service study investigated the number and kind of area extension program development committees currently organized or used by these agents, the number of committees planned for future use, the structure and functions of the committees, how agents were using the committees, and reasons for use or nonuse. Findings included the following: (1) the agents are using, or planning to use, committees for program development; (2) agents look to committees for most help in identifying problems and determining broad objectives; (3) they consider committees somewhat helpful in program evaluation and least helpful in implementation; (4) they see influential agricultural producers and representatives as active committee members along with selected agents; (5) most favor using county extension agents on committees and feel strongly that coordination and liaison with county programs is extremely important; (6) agents favor geographical distribution of committee members throughout the area served while limiting committee size to about 15 members. One major suggestion was for detailed inservice training in ways of working effectively with committees. (ly)

ED 030 796

AC 004 073

Young, Martin

Operational Limits. Continuation Education System Development Project. Technical Report 1.6.

La Puente Union High School District, Calif.

Pub Date 68

Note—81p.

EDRS Price MF-\$0.50 HC-\$4.15

Descriptors—Adolescents, Average Daily Attendance, *Continuation Education, Data Collection, *Educational Resources, High Schools, *Instructional Staff, *Physical Facilities, *Program Evaluation, Questionnaires, State Aid, State Standards, Surveys

Identifiers—California

Financed by a grant under Title III of the Elementary and Secondary Education Act of 1965, the La Puente Union High School District (California) operates a Continuation Education System Development Project. The first project year (1967-68) has been spent identifying available resources of instructional staff and physical facilities and identifying the present program and resources at Valley High School. Data were collected through questionnaires and interviews; it was found that data sources had to be expanded to include state officials as well as district officials. The instructional staff at Valley High School in 1968-69 will consist of a principal, a counselor, and 11 legally credentialed teachers; funds for staff salaries are obtained from the State of California under the Necessary Small School Funding Act. By September, 1970, a new plant will be ready, financed by a bond issue and by a 25-year loan from the State. Most of the equipment is on loan from the Adult School. The school runs for four hours each day; it meets the state requirements for services. Three types of work experience programs will be offered during 1968-69; and there are two methods of achieving credit for work — completion of contracts or completion of a net amount of productive hours. (eb)

ED 030 797

AC 004 198

The College, The Community and Conservation. Report of a Conference (Washington, D.C., May 22-23, 1967).

Conservation Foundation, Washington, D.C.

Pub Date 67

Note—94p.

Available from—The Conservation Foundation, 1250 Connecticut Ave., Washington, D.C. 20036 (\$1.00)

EDRS Price MF-\$0.50 HC-\$4.80

Descriptors—Bibliographies, Business, Catalogs, *Community Agencies (Public), Community Leaders, Community Service Programs, *Conservation Education, *Decision Making, Federal Aid, National Organizations, *Physical Environment, *Private Agencies, State Agencies, Universities

Identifiers—Higher Education Act of 1965

A conference on conservation education brought together leaders in college and university sponsored continuing education, professionals in conservation, planning, and design, and representatives of public and private organizations; discus-

sion centered on the acceleration of application of nowknown and feasible methods to the management of land, water, and air. Public agency assistance is available at the federal level in such programs as The Model Cities; at the state and regional level, by planning departments as well as resource agencies; and through action guides published by the National Association of Counties. Leaders, professionals, and organizations may need instruction and guidance but they can make contributions to the preparation and execution of Title I projects. To obtain federal support, one must have a strong program, supporting data, strong grass roots support particularly of those of high position, geographically distributed support, and proper timing. (Included are discussions on community responses, university faculty and administration attitudes, budgeting and project development, curriculum materials, and a special audiovisual approach; a bibliography and list of catalogs; and brief summaries of Title I and related projects.) (eb)

ED 030 798 AC 004 229
Central Training Council; Third Report to the Secretary of State.

British Ministry of Labour, London (England).

Pub Date 69

Note—46p.

Available from—Her Majesty's Stationery Office, London, England (4s. 0d.).

Document Not Available from EDRS.

Descriptors—Annual Reports, Apprenticeships, Business Education, Clerical Workers, Computer Science, General Education, Incentive Grants, *Industrial Training, Management Development, *National Programs, Organization Size (Groups), Research, Safety Education, Supervisory Training, Trainers, Training Techniques

Identifiers—*Great Britain

The third report of the Central Training Council, covering the first four years of its progress recounts expanded activities of the older Training Boards, including the publication of training recommendations, and the creation of eight new Boards; it also elaborates on areas which present continuing problems. The 26 Boards cover over 15 million employees including 2 1/4 million in nonmanufacturing sectors of the economy. One of the main aims of the Council has been to offer guidance to Boards on training for occupations common to all industries through the committees on management training and development, commercial and clerical training, training of training staff, research, Scotland and Wales, and industrial training service. There is a continuing need for study of important policy issues—apprenticeship and adult training for skill, levy and grant schemes, occupations found in several industries, training in safety, training of computer staff, training needs and problems of smaller firms, training of shop stewards, and associated further education. The Estimates Committee of the House of Commons made a study of industrial training during the year and made several recommendations to the Ministry of Labour. (Appendixes include publications, research projects, and recommendations of the Estimates Committee.) (eb)

ED 030 799 AC 004 301
Hand, Samuel E.

A Review of Physiological and Psychological Changes in Aging and Their Implications for Teachers of Adults.

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date Apr 68

Note—32p.; Bulletin 71G-2

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Adjustment (to Environment), *Adult Characteristics, *Adult Education, *Adult Learning, *Age, Audition (Physiology), Physical Environment, *Research Reviews (Publications), Social Environment, Visual Acuity, Work Environment

This review of literature on the aging process points out primary physiological and psychological changes in maturing adults which have implications for teachers of adults. Visual acuity and hearing decline during adult years and there is a general slowing down process of most bodily activities. Teachers should be aware of the need for good illumination, adequate seating arrangements, maintenance of comfortable physical sur-

roundings, and a slower pace for the adult student. Reports show that although the power to learn is retained in maturing adults, there is a slowing up in the rate at which one can learn. Retention and recall, then, may decline with years, although interest and motivations may be heightened. Teachers of adults should attempt to adjust lessons to the learners' pace capacity; include summaries often; relate activities to the varied life experiences of the students; and be aware of the adult students' length of attention span. (pt)

ED 030 800 AC 004 312

Mulvey, Mary C.
Recruitment in Adult Basic Education, Handbook.

Pub Date Apr 69

Note—146p.; Prepared for The New England Regional Adult Education Conference (Lexington, Mass., April 17, 1969).

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Adult Basic Education, Community Resources, Cultural Enrichment, Driver Education, English (Second Language), Newspapers, *Publicize, Radio, *Recruitment, Television

Identifiers—Providence, Rhode Island

The handbook contains general information about adult basic education (ABE) and publicity for programs in the Providence School Department in particular, complete with materials used for recruitment via posters, newspaper articles, radio, television, and mailed flyers. Problems and causes of adult illiteracy are briefly discussed followed by ABE objectives, recruitment methods of undereducated adults, and community resources. Many of the materials aim at recruitment of adults for classes in English as a second language. Other sections include a list of advisory committee members, correspondence between the highway department and ABE to recruit adults who failed their driver's test because of low reading ability, and the enrichment program made available by the Rhode Island State Council on the Arts through a ticket endowment program, which attempted to reach new audiences by subsidizing ticket costs. [Not available in hard copy because of the marginal legibility of the original document.] (pt)

ED 030 801 AC 004 348
Rural Civil Defense Education Program. Report for Fiscal Year 1968.

Department of Agriculture, Washington, D.C. Federal Extension Service.

Pub Date 68

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Agricultural Engineering, *Civil Defense, *Cooperative Programs, Educational Television, Extension Agents, Fallout Shelters, Mass Media, Professional Training, Publications, *Rural Extension, *State Agencies, Surveys, Youth Clubs

Identifiers—*Cooperative Extension Service, Four H Clubs

In 1968, the Rural Civil Defense Education Program, conducted by the Cooperative Extension Service under contract with the Office of Civil Defense, was faced with discontinuance of funds; in some cases, the Rural Civil Defense (RCD) leader was absorbed into the regular budgets and in others the work was incorporated into the regular ongoing extension programs. Many states cooperated with the State Office of Civil Defense in community shelter planning and in the home fallout protection survey; in many states the RCD leader developed and conducted training programs for county defense boards. An increasing number of extension subject matter specialists incorporated segments of RCD into their programs, as in the 4-H TV Action Club series and the Home Economics Lesson series. Special activities included an Emergency Preparedness Week, Atomic Easter Egg Hunt, and Builders Short Course. Also used were news releases, radio and TV broadcasts, newsletters, motion pictures, and meetings. Special emphasis was given to engineering aspects of civil defense as it pertains to rural areas. (nl)

ED 030 802 AC 004 372

Roy, Nikhil Ranjan
Adult Education in India & Abroad.

Pub Date 67

Note—214p.

Available from—S. Chand and Co., Ram Nagar, New Delhi-1, India (Rs. 12.50).

Document Not Available from EDRS.

Descriptors—*Adult Education, Adult Learning, Audiovisual Aids, Community Development, Community Education, *Comparative Education, Cultural Education, Educational Methods, Folk Schools, Government Role, Labor Education, Libraries, Literacy Education, Museums, Universities

Identifiers—Denmark, Great Britain, *India, Soviet Union

A survey is made of various aspects of adult education in India since 1947, together with comparative accounts of the origin, development, and notable features of adult education in Denmark, Great Britain, the Soviet Union, and the United States. Needs and objectives in India, largely in the eradication of illiteracy, are set forth, and pertinent nomenclature is explained. Major domestic concerns—community education and development, issues in labor education, the role of universities in adult education, the concept and scope of the welfare state, the educational role of public, university, and other libraries, social education in West Bengal, Maharashtra, and elsewhere in India, and the role of social education organizers—are discussed in depth. Principles of adult learning and teaching, instruction in reading and handwriting, reading materials for literacy followup, audiovisual and visual aids, group discussion and related methods, the educational potential of museums, and the challenge of automation are also dealt with. Appendixes include university questions on social education, aims of cultural education, statistics on world literacy, and 16 references. (ly)

ED 030 803 AC 004 373

Bienvenu, Bernard J.
New Priorities in Training; A Guide for Industry.

Pub Date 69

Note—206p.

Available from—American Management Association, Inc., 135 West 50th St., New York, N.Y. 10020 (\$10.50).

Document Not Available from EDRS.

Descriptors—Anxiety, Disadvantaged Groups, Employment Qualifications, *Guidelines, *Industrial Training, Labor Unions, Negroes, On the Job Training, Orientation, *Program Planning, Supervisory Training, Trainees, Training Techniques, *Vocational Retraining, Work Environment

Management should elevate the status of the training function and revise the priorities assigned to it. The process of total and continuous training can develop in employees a sense of security, independence and self-confidence, a conceptual view, multiple skills, and a readiness to make a contribution to the organization. Administrative, instructional, and supervisory guidelines may offer restructuring employee orientation, supervisory training, and other types and aspects of training. Labor unions should participate more fully in training and companies should make greater use of consulting services. The total training concept can be applied in retraining displaced workers and in training, educating, and motivating foreign workers and culturally disadvantaged persons. (Included are two sample course outlines.) (ly)

ED 030 804 AC 004 474

Role of the Universities in Social Innovation. Report of a Seminar on the University and the Transformation of Social and Political Institutions (Chicago, October 15-16, 1968).

Iowa State Univ., Ames. Center for Agricultural and Economic Development.

Pub Date 68

Note—63p.; CAED Report 33.

EDRS Price MF-\$0.50 HC-\$3.25

Descriptors—Administrative Organization, Bureaucracy, College Faculty, Community Action, Community Education, Decision Making, Educational Resources, *Educational Strategies, Group Instruction, *Land Grant Universities, Political Influences, Program Coordination, Public Policy, *Role Perception, *Social Change, *Urbanization

A seminar focused on the role of the land grant universities in an emergent and largely urban society. Papers were presented on: information needs of an urbanizing post-industrial society; minimum necessary elements to enable the university to meet the challenge; overcoming the

constraints of the present university system; the role of the universities; strategies for involving the public; and strategic choices confronting the university. After seminar "second thoughts" included a discussion of the role of the university as a resource not as an activist; of the turbulence of society caused by group politics, the failure of political control, and the malfunctioning of public opinion; of the need for colleges of agriculture to add a major human resource emphasis and become in effect Colleges of Rural-Urban Environments; and of the concept of the community as the client, which may provide for extension a base for a new blend of interdisciplinary and multidisciplinary research, teaching, and off-campus work. This can make the modern university and its public services more relevant to the problems of contemporary society. (se)

ED 030 805 AC 004 478

Federal Support for Adult Education: 1969 Directory of Programs and Services.

Adult Education Association of U.S.A., Washington, D.C.

Pub Date 69

Note—185p; Revised edition

Available from—The Macmillan Company, 866 Third Avenue, New York, New York 10022

Document Not Available from EDRS.

Descriptors—Action Programs (Community), *Administrative Agencies, *Adult Education Programs, *Directories, Economic Development, *Federal Aid, *Federal Government, Health Education, Housing, Law Enforcement, Manpower Development, Urban Education, Welfare Agencies, Youth Agencies

This directory lists the agencies of the Federal Government that support or are engaged in adult or continuing education. It consists chiefly of capsule descriptions of programs administered by those agencies that provide support or resources of various kinds for the field of adult education. Furthermore, it provides information about agencies not included in the 1966 directory, and descriptions of new programs introduced by the 90th Congress. In all, it lists nearly 150 programs. Each relevant program operated by any executive agency is described separately. Executive departments of cabinet rank are listed first and the individual agencies within the departments listed in alphabetical order within the department. The independent offices of the executive branch follow the departments and finally, the programs of the legislative branch appear. (nl)

ED 030 806 AC 004 542

Barber, John W., Ed. Industrial Training Handbook.

Pub Date 69

Note—407p.

Available from—A. S. Barnes & Company, Box 421, Cranbury, N.J. 08512

Document Not Available from EDRS.

Descriptors—Case Studies (Education), *Industrial Training, Job Analysis, Legislation, *Manuals, Operations Research, *Organizations (Groups), Program Costs, Program Planning, Recruitment, Selection, *Teaching Methods, Technical Education, Technical Institutes, *Training Techniques, Vocational Retraining

Identifiers—Great Britain

This industrial training handbook covers the following areas: preparatory considerations; training methods and techniques; training for specific functions; and established organizations. Part I examines the extension and re-designing of technical colleges since the 1920's and the present integration of the work of colleges with the needs of industry. Topics treated in this section are: Effective Use of Manpower; The Industrial Training Act; Industry and the Technical Colleges; and The Training Function in the Working Organization. Part II deals with effective recruitment and selection; interviewing techniques; job analysis; initiating, planning, and time-tabling of training; the cost and evaluation of training; and operational research. Part III treats the use of the concept approach, program learning, audiovisual aids, lecturing, group discussion, projects, and case studies. The wide range of areas covered in the fourth part includes: management, supervisory, technical graduate, technician, safety, and apprenticeship training. The final section includes the origins and objectives, history and composition of established organizations—British Association for Commer-

cial and Industrial Education, British Institute of Management, and City and Guilds of London, among others. (nl)

ED 030 807 AC 004 543

Chansky, Norman M.

Untapped Good: The Rehabilitation of School Dropouts.

Pub Date 66

Note—280p.

Available from—Charles C. Thomas, Published, 301-327 East Lawrence Ave., Springfield, Ill. 62703

Document Not Available from EDRS.

Descriptors—Auto Mechanics (Occupation), Bricklaying, Carpenters, Case Studies (Education), *Community Characteristics, *Dropout Characteristics, *Dropout Rehabilitation, Employment, Incentive Systems, Intelligence, *Job Training, Nurses Aides, Personality Development, Psychological Needs, *Vocational Follow-up, Welding

Identifiers—*Operation Second Chance

Operation Second Chance trained school dropouts for vocational skills in three areas in North Carolina—the mountainous West, the Piedmont plains, and the coastal farmlands. Length of the training varied from the six weeks nurses' aide program to the 12-week sewing for upholstery program through the 16-week carpentry, upholstery, welding, pre-apprentice bricklayer, and auto service station mechanic programs. Many trainees improved in reading and writing and became employed, particularly at the Piedmont training site. In Appalachia trainees were not discontented and could not separate themselves from their homelands. In eastern North Carolina, trainees viewed their poverty as undesirable and themselves as marginal members of their communities; they were eager to leave. The relationship which a dropout has to the rest of the community depends largely on the community itself; in the Piedmont, the dropout could earn respectability by his hard work; in the east, one's status was determined at birth; and in the west the dropouts belonged to the same class with most citizens and did not have to exert effort to gain status. Whether a trainee has to work for his recognition will have a determining influence on his behavior in the program. (nl)

ED 030 808 AC 004 643

Ginzberg, Eli

Manpower Agenda for America.

Pub Date 68

Note—250p.

Available from—McGraw-Hill Book Company, 330 West 42 St., New York, N.Y. 10036

Document Not Available from EDRS.

Descriptors—College Students, Delinquency, Dropouts, Employment Opportunities, Employment Potential, Females, High School Graduates, *Manpower Development, *Manpower Needs, *Manpower Utilization, Negroes, Paramedical Occupations, Physicians, Population Trends, Technological Advancement, Unemployment, Young Adults

This document explains the problems and policies which placed manpower in a position of national priority, delineates the various manpower programs which have been designed, and evaluates the directions in which they are moving. Part One attempts to provide an overview of the slow evolution of manpower policy since the founding of the Republic; examines the dynamism of technology and its impact on contemporary manpower from the viewpoints of employment and skill; and considers the larger parameters in the American society that contain and shape developments on the manpower front. Furthermore, it tries to differentiate what actually has happened from what is believed to have happened. Part Two tries to delineate the principal factors that contribute to various types of manpower waste and to draw connections and point out linkages between some forms of social pathology. The final section deals with population pressures, together with the long-term upward drift in the proportion of young people who complete high school and enter college, the draft, shortage of physicians, and paramedical manpower. (nl)

ED 030 809 AC 004 644

Coles, Edwin Townsend

Adult Education in Developing Countries.

Pub Date 69

Note—155p.

Available from—Pergamon Press Inc., Maxwell House, Fairview Park, Elmsford, New York 10523.

Document Not Available from EDRS.

Descriptors—*Adult Education, Adult Educators, Citizenship, *Developing Nations, Educational Finance, Educational Objectives, Educational Resources, General Education, Government (Administrative Body), Literacy Education, Program Administration, Program Evaluation, Program Planning, Research, Teacher Education, Teaching Methods, Voluntary Agencies, Womens Education

This guide aims to provide general background information on adult education in developing countries for those who shape educational policy or are concerned with the administration of education. It covers: aims and purposes; programs—literacy education, general education, skill training, citizen education; and education for women; providing agencies—government, voluntary, and university; administration and finance at central and local levels; teaching methods and aids; teachers, teacher training, and research; and evaluation and planning. The appendix is the Montreal Declaration on Adult Education. (nl)

ED 030 810 AC 004 649

A Demonstration Project for Administrative Trainees in Social Service Agencies September 1, 1967 - August 31, 1968. Final Report.

Spons Agency—Camp Fire Girls, Inc.; Girl Scouts of the U.S.A.

Pub Date 68

Note—231p.

EDRS Price MF-\$1.00 HC-\$11.65

Descriptors—*Administration, Age Groups, Career Opportunities, *College Programs, Core Curriculum, Experimental Programs, Females, Geographic Location, Investigations, Job Placement, Noncredit Courses, Social Agencies, *Social Services, Supervision, Teaching Methods, Underemployed, Unemployed, *Womens Education, *Work Experience Programs

Identifiers—Camp Fire Girls, Girl Scouts

Sponsored by Camp Fire Girls, Inc. and Girl Scouts of the U.S.A., under contract with the United States Department of Labor, this demonstration project was designed to explore the practicability of a program of non-credit college study and work experience to prepare women for administrative positions with social service agencies. Programs were set up in six widespread geographic locations; 150 unemployed or underemployed women were selected, of whom 78% were in the 35-plus age group and 44% lacked college degrees. A uniform core content was the basis for the 10-week program, with each university developing its own methodology and weighting the topics. Participating councils and other agencies provided observation and supervised field work experience. Six state employment services, personnel specialists of Camp Fire Girls and Girl Scouts, and project staff assisted trainees in their job searches. The effectiveness of the program was shown in the less than 10% dropout rate and minimal absenteeism, in the 42% already working, the many others still looking for opportunities, and the restoration of self confidence among the trainees. (nl)

ED 030 811 AC 004 650

Dunbar, Mary Elizabeth

The Relationship between 4-H Division Leaders' Propensity toward Delegation and Involvement in and Major Responsibility for Leader Identification and Selection.

North Carolina Univ., Raleigh. N.C. State Univ. Dept. of Adult Education.

Pub Date 68

Note—97p.; Masters Thesis.

EDRS Price MF-\$0.50 HC-\$4.95

Descriptors—Evaluation Criteria, *Extension Agents, Identification, *Leadership Responsibility, Masters Theses, *Personnel Selection, Professional Personnel, Role Perception, *Rural Extension, Staff Utilization, Surveys, Volunteers, *Youth Leaders

Identifiers—Four H Clubs, New York State

This research was to determine the relationship between New York State Cooperative Extension 4-H Division Leaders' propensity toward delegation of work responsibility and (1) their degree of involvement in the performance of leader identification and selection tasks, (2) assignment of major responsibility for these tasks, and (3) other

selected personal and program factors. The sample comprised New York State 4-H Division Leaders in 55 countries. Of the 55 leaders polled, 46 returned usable questionnaires. Based on a review of literature on delegation, 20 administrative factors were selected to elicit 4-H Division Leaders' propensity toward delegating responsibility. In addition, 18 tasks of leader identification and selection tasks that incorporated planning, executing, and evaluating on a county-wide and local or area basis, were developed. Data revealed that (1) leaders were the most highly involved of all positional groups in tasks of leader identification and selection, and (2) the respondents perceived themselves and 4-H agents to be more highly involved than subprofessionals and voluntary leaders in these tasks. Findings indicated that 12 of the factors used in the study appeared to be significantly associated with the dependent variable, 4-H Division Leaders' propensity to delegate. (author/nl)

ED 030 812 AC 004 684

Carlaw, Raymond W. And Others

The Organization and Continuing Education: A Study of Agency Factors Relating to Attendance and Support of Continuing Education in Public Health in California. A Summary Report.

Pub Date May 69

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Administrative Organization, Adult Development, Attendance, Attitudes, *Community Agencies (Public), Comparative Analysis, Educational Interest, Financial Support, *Geographic Regions, *Health Personnel, *Professional Continuing Education, Selection, Statistical Data, Surveys, *Voluntary Agencies
Identifiers—California

A survey of continuing education of health personnel in Southern and Northern California was made to determine if there were differences in attendance, expressed interests, attitudes of health agency directors, recognition of employee participation, presentation of courses, or in financial support. A random sample was drawn from each area resulting in 25 respondents from Northern California and 18 from Southern California who worked for official or voluntary agencies, or the State Department of Public Health. An openended questionnaire was administered in a one hour interview. Cluster analysis was used to cross check reliability and coding validity. Results are reported in tabular form. It was found that less interest in attending continuing education program was shown in Northern California, less positive support existed in Northern California because of greater consciousness of budgeting and difficulties associated with staff absences; Northern executives were more likely to screen notices of training programs and nominate specific people to attend; and more concern was expressed in the North for agency and program needs, while the South was concerned with personnel development. (pt)

ED 030 813 AC 004 688

Hoehn, Arthur J.

Military Training Research in the Engineering of Training Programs for Technical Personnel.

George Washington Univ., Alexandria, Va. Human Resources Research Office.

Pub Date Feb 69

Note—13p.; Presented at the American Psychological Association Convention, New York, N.Y. Sep 1961

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-684-206, MF \$3.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors—Instructional Technology, *Low Ability Students, *Military Training, Program Content, *Program Design, Research, Task Performance, *Technical Education

Rapid technological change makes it necessary to train and retrain personnel as man-machine systems and associated jobs are altered. Because of the continuing rise in required skill levels, the demand for high aptitude, highly trained manpower outruns the supply while it is hard to use lower aptitude men. Recent advances in training technology should, if implemented, help to solve training and manpower problems. Major directions indicated by military research in this area include (1) improved methods for describing required human performance outputs and for

deriving training content, (2) better design of informational job aids, and (3) new techniques and devices for guiding the learning process. (Eight references are included.) (author/ly)

ED 030 814 AC 004 695

Mullaly, Robert R.

A Study to Determine the Dropout Rate and the Reasons Why Academically-Able Students Withdrew From the University of Wyoming during the Period, The Beginning of Fall Semester 1963 to the Beginning of Fall Semester 1964.

Wyoming Univ., Laramie.

Pub Date 67

Note—144p.; Ed.D. Thesis.

Available from—Library, University of Wyoming, Laramie, Wyoming 82070

Document Not Available from EDRS.

Descriptors—*College Students, Doctoral Theses, *Dropout Characteristics, *Dropout Rate, Educational Background, Educational Interest, Grades (Scholastic), Housing, *Investigations, Marital Status, Occupations, Recreational Facilities, Socioeconomic Background, Special Services, Student Attitudes, Transfer Students, Tuition

Identifiers—*University of Wyoming

A study was made of the total undergraduate dropout rate at the University of Wyoming for the 1963-64 school year, personal and background characteristics of academically able dropouts, reasons for discontinuance, plans for continuing formal education, the number of dropouts transferring to other institutions of higher education and their reasons for transfer, and the attitudes of academically able dropouts toward certain university services and facilities. Student personnel files and 238 questionnaires returned by dropouts who withdrew in good academic standing were among the sources of data. These were among the conclusions and findings: (1) withdrawals were most frequent at the end of the freshman year and among students under 20; (2) about half the dropouts transferred to other institutions; (3) lack of financial resources was the leading reason for withdrawal; (4) dropouts were generally happy with the teaching, campus instructional and recreational facilities, and library services and facilities, but not with community recreational facilities, study conditions in residence halls, opportunities to choose elective courses, or counseling assistance. (author/ly)

ED 030 815 AC 004 696

Broadwell, Martin M.

The Supervisor as an Instructor; A Guide for Classroom Training.

Pub Date Oct 68

Note—144p.

Available from—Addison-Wesley Publishing Company, Reading, Massachusetts 01867

Document Not Available from EDRS.

Descriptors—*Classroom Techniques, *Guidelines, *Industry, *Trainers, *Training Techniques

This guide discusses aspects of training from a learner oriented viewpoint. Areas discussed include the teaching and learning processes, communication, student objectives and motivation, involving the student, visual aids, testing, effective speaking, classroom techniques, and programed instruction. (pt)

ED 030 816 AC 004 697

Williams, Richard H. Wirths, Claudine G.

Lives Through the Years; Styles of Life and Successful Aging.

Pub Date 65

Note—306p.

Available from—Atherton Press, 70 Fifth Ave., New York, N.Y. 10011

Document Not Available from EDRS.

Descriptors—*Age, Case Records, Content Analysis, *Human Living, Interaction, Leisure Time, *Older Adults, Physical Health, *Productive Living, Psychological Patterns, Research, Retirement, Role Perception, Rural Urban Differences, Social Attitudes, *Success Factors

The Kansas City Study of Adult Life developed the concept of Life styles to describe and analyze the general patterns and course of an individual's life, and defined success as the extent to which an individual contributes to, or is a burden to, others' lives. Interviews with 168 people resulted in selected case studies grouped under the life

styles of world of work, familism, living alone, couplehood, easing through life with minimal involvement, and living fully. Respondents were judged as most, less, or least successful agers. A combined analysis of success and style is made, and interrelationships between styles studied, resulting in grouping of life styles. Related factors such as meaning of health and retirement, rural-urban contrasts, and implications for the theory of disengagement are discussed. It was indicated that people do age successfully in our society, but the minority who do not absorb a disproportionate amount of others' energies while having a negative influence on the mental health of those around them. It was concluded that successful transition to old age may be achieved through any of the six life styles. (pt)

ED 030 817 AC 004 715

Ferver, Jack C.

Needed: An Urban Extension Service; Trends, Problems and Possibilities under Title I of the Higher Education Act of 1965.

Pub Date 69

Note—26p.; A Paper presented at the Regional Title I Conference (St. Louis, Mo., March 27-28, 1969).

Available from—Wisconsin Title I HEA Administrator, 432 N. Lake St., Madison, Wisconsin, 53706

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Community Service Programs, Disadvantaged Groups, Financial Support, Personnel Needs, Program Evaluation, *Program Improvement, *Universities, *Urban Extension
Identifiers—*Higher Education Act of 1965

Title I of the Higher Education Act of 1965 has demonstrated that institutions of higher learning can make an important contribution to the solution of community problems through community service projects. But there are limitations, the greatest of which are lack of adequate program funds and mounting program needs, particularly for programs relating to the problems of the poor in our central cities. The great potential is in developing Title I into an Urban Extension Service with organizational linkages between federal, state, and urban governments, urban citizens, and urban-grant colleges and universities. (author/pt)

ED 030 818 AC 004 746

Ripple, Kenneth Earl

A Comparison of the Opinions of Adult Education Leaders and Employment Service Specialists Regarding the Relationship of Adult Education Programs to Employment Needs in Selected Urban Communities.

Michigan State Univ., East Lansing.

Pub Date 68

Note—222p.; Ed.D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-17,126, Microfilm \$3.00; Xerography \$10.15).

Document Not Available from EDRS.

Descriptors—*Adult Educators, Adult Vocational Education, Community Service Programs, Curriculum, Doctoral Theses, Educational Objectives, Employment Opportunities, *Employment Services, Enrollment, Investigations, *Program Attitudes, *Public School Adult Education, *Specialists, Vocational Counseling

By investigating the opinions of 35 adult educators and 38 employment service specialists, this study sought to determine how effectively certain adult education programs in Michigan, Illinois, Indiana, and Wisconsin are meeting the educational and job preparation needs of individuals and communities, and to assess the relevance of adult education objectives to participants' needs and interests. Individual structured interviews were used in which interviewees categorized each of 20 educational activities as either imperative, very desirable, desirable, permissible, or undesirable. These were among the findings: (1) no single activity was considered imperative by a majority of educators or specialists; (2) while educators generally approved of all the activities, priority was given to assuring adequate opportunity for continuing education to all adults in the community; (3) the educators were reluctant to be daring or innovative in planning effective job preparation programs; (4) the adult educators did not seek the help of employment service specialists in program planning; (5) guidance and counseling services offered by adult educators to

participants in education and training programs were inadequate. (author/ly)

ED 030 819

AC 004 747

Sackett, Duane Harry

A Descriptive Analysis of the Evening and Off-Campus Population, Temple University Fall Semester, 1966-67.

Temple Univ., Philadelphia, Pa.

Pub Date 67

Note—190p.; Ed.D. Thesis.

Available from—University Microfilm, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-9033, Microfilm \$3.00; Xerography \$8.60).

Document Not Available from EDRS.

Descriptors—Administrative Policy, *Adult Students, *College Students, Counseling Services, Doctoral Theses, Educational Needs, *Evening Colleges, Investigations, Noncredit Courses, *Off Campus Facilities, Student Characteristics, *University Extension

Identifiers—*Temple University

This study sought (1) to describe the total population (fall semester 1966-67) of the evening and off-campus divisions of Temple University; (2) to identify evening and off-campus students' educational needs, goals, and aspirations, university needs, and purposes relative to its evening division, and the portion of nondegree evening and off-campus students for which the College of Education has or should have basic responsibility; and (3) to suggest for the College of Education an administrative structure better suiting the needs of its evening and off-campus students. Two questionnaires and the 1967 Middle States Report gave data on sex, age, residence, and other student characteristics and variables. Based on the numerous findings and conclusions, recommendations affecting evening and off-campus study were made for a clear statement of policy; a specific set of rules and regulations; maintenance of the existing vertical administrative relationships to day college; fuller administrative provision for off-campus, non-degree, and College of Education students; arrangements for statistical reporting, research, and evaluation; and systematic counseling and preadvising services. (author/ly)

ED 030 820

AC 004 750

Tague, Jean Ruth

Leisure-Time Activities in Selected Nursing Homes.

University of Southern California, Los Angeles.

Pub Date 68

Note—328p.; Ph.D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 68-10,254, MF \$4.20, Xerography \$14.85).

Document Not Available from EDRS.

Descriptors—*Activities, Age Differences, Analysis of Variance, Audition (Physiology), Doctoral Theses, Educational Background, Females, Interests, *Leisure Time, Males, Motivation, *Nursing Homes, *Older Adults, Opinions, Participant Characteristics, Participation, *Patients (Persons), Physical Health, Vision

This study sought to identify leisure interests and participation patterns of residents over 65 in selected nursing homes in Los Angeles County, California, together with general and professional beliefs of nursing home administrators and authorities on aging as to leisure activities for aged nursing home patients. Interviews were held with 107 patients selected from 17 nursing homes, the nursing home administrators, and six experts. These were among the findings: (1) few of the patients participated in or were interested in participating in leisure activities, and passive activities were favored; (2) patients participated for reasons of social contact, and enjoyment, or did not participate because they were uninterested or physically unable; (3) contrary to administrators' opinions, the majority of patients were physically and mentally able to participate in leisure activities; (4) it is important to offer aged patients a wide selection of programs; (5) active leisure activities are the ones most valuable to patients' well being. Recommendations were made for expanded leisure programs and for research on various factors in participation. (author/ly)

ED 030 821

AC 004 751

Varnado, Jewel G.

The Relationship Between Achievement of Adult Students and Various Structured Classroom Situations.

Florida State Univ., Tallahassee.

Pub Date 68

Note—105p.; Ph. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-11,687, MF \$3.00, Xerography \$5.20).

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Adult Basic Education, Age Differences, Analysis of Variance, *Classroom Techniques, Disadvantaged Groups, Doctoral Theses, *Evaluation, Females, Inservice Education, *Instructional Materials, Instructional Staff, Males, Negroes, Participant Characteristics, Research, Urban Areas

This study investigated the relative effectiveness of selected methods and materials in adult basic education classes. Materials were regular child centered public school textbooks, recent publications designed for elementary class instruction which had been considered reasonably appropriate for adult classes, and materials written especially for undereducated adults. Participants were Negroes, largely women, covering a wide age span. Teacher dominated, restricted procedures, and pupil initiated, class cooperative procedures were compared. One hour classes were held five nights a week for eight weeks near the students' homes. The study revealed no significant differences between subgroups as to distribution of pretest grade level scores. However, there was a significant gain within classes in which the new instructional materials were used, regardless of the instructional method. The greatest improvement was made in the pupil centered classroom in which new materials were used. (author/ly)

ED 030 822

AC 004 753

Wenrich, John William

The Continuing Education of Physicians in the Community General Hospital.

Michigan Univ., Ann Arbor.

Pub Date 69

Note—162p.; Ph. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-2405, MF \$3.00, Xerography \$7.60).

Document Not Available from EDRS.

Descriptors—Committees, Doctoral Theses, *Educational Methods, *Hospitals, Human Resources, Information Sources, Investigations, Participant Characteristics, Participation, *Physicians, *Professional Continuing Education, Questionnaires, Rating Scales, Reading, Use Studies

A pilot study was made of the continuing education of physicians on the staff of a private, medium-sized, nonteaching, short-stay general hospital in the Midwest. Among the steps involved were analysis of hospital records, observation of meetings and educational programs, a questionnaire survey, and interviews with physicians as well as selected administrators and related hospital personnel. Internal educational inputs, defined as information transmitted through formal education in the hospital or informal educational contacts between doctors, were evaluated in terms of use, value, and accessibility. Findings included the following: (1) doctors spent an average of 39 hours a month in continuing education (33 for general practitioners, 43 for specialists); (2) reading was the leading method in use, value, and accessibility; (3) the educational influentials were younger specialists who spent more time in continuing education, relied more on written sources of information, participated more in hospital meetings, and attended more formal postgraduate programs sponsored by national medical organizations. An attempt was made to formulate questions for further study of educational influentials and of the educational interaction of hospital physicians. (author/ly)

ED 030 823

AC 004 845

Drotning, John E. And Others

Jobs, Education, and Training; Research of a Project Combining On-The-Job and Literacy Training for the Disadvantaged.

State Univ. of New York, Buffalo. Dept. of Industrial Relations.

Pub Date 69

Note—49p.; Final report on Phase 1.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (PB-183-331, MF \$6.5, HC \$3.00).

Document Not Available from EDRS.

Descriptors—*Disadvantaged Groups, Educational Objectives, *Experimental Programs, Industry, Interpersonal Relationship, *Literacy Education, *Manpower Development, *On the Job Training, Program Evaluation, Questionnaires, Research Methodology, Scheduling, Transportation

Identifiers—Buffalo, New York State, *Project JET

A study was begun of the impact of Project JET (Jobs, Education, Training), a program of on the job training and literacy education for disadvantaged groups, on 187 participating companies in Buffalo, New York, during 1966-68. A questionnaire was devised for top managers, in-plant project administrators, and a sample group of nonparticipating managers; a trainee questionnaire is also being developed. Problems have included the choice of interviewees and the risk of program discontinuation. These were among the observations and conclusions: (1) employees have incorrectly perceived JET's objectives; (2) problems have developed between trainees, their supervisors, and coworkers; (3) the system of two hours of tutoring and six hours of work is not the most suitable for many employers; (4) most JET trainees have a transportation problem, and many were placed in jobs with limited opportunities for promotion or upgrading; (5) coordination with other manpower programs is inadequate. Nevertheless, Project JET is considered largely successful. Phase 2 of this study will concentrate on evaluating employer participation. (The document includes sample questionnaires.) (ly)

ED 030 824

AC 004 848

McFann, Howard H. And Others

Innovations for Training.

George Washington Univ., Alexandria, Va.

Human Resources Research Office.

Pub Date Feb 69

Note—46p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-685-498, MF \$6.5, \$3.00).

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Decision Making, Educational Innovation, Evaluation Techniques, *Individualized Instruction, *Military Training, Models, Program Administration, *Programmed Instruction, Research, *Student Motivation

Identifiers—*Project IMPACT, United States Army

Four papers on research and innovation in military training within the Army Training system deal with procedures for individualizing training, the Project IMPACT prototype system of computer assisted and programmed instructions, student motivation and performance, and prospects for the 1970's and 1980's, and the implications of research in learning processes, individual differences, and training management. Training strategies based on flexible curriculum planning are advocated, and individual factors (ability as affected by content, organization and sequencing, methods or media, student motivation, and training management) are described. The Project IMPACT study considers such elements as hardware, software, a decision making model, and instructional interaction. Concepts of performance, individual and group motivation, goals and rewards, and incentive schedules are discussed in the motivation study, together with issues in course management. The document includes eight figures and six references. (ly)

ED 030 825

AC 004 854

A Guide for Establishing a Learning Laboratory.

White Plains Public Schools, N.Y.

Pub Date May 69

Note—110p.

EDRS Price MF-\$0.50 HC-\$5.60

Descriptors—Action Research, *Adult Basic Education, Bibliographies, Equipment, Facilities, Glossaries, *Guides, Instructional Materials, Instructional Staff, *Learning Laboratories, *Program Planning, *Reading Instruction, Record-keeping, Scheduling, Student Evaluation, Student Placement, Teacher Education, Teaching Techniques, Workshops

This guide to establishing an adult basic education learning laboratory focuses on reading development with programmed and self-directed instructional materials, with individualized as well as classroom instruction (Stage I), and on the use of audiovisual devices and software (Stage II) for individual, small group (cluster), and occasional large group instruction. Additional possible stages for development and program offering are noted. Guidelines are provided on selecting instructional materials, record keeping, student intake, student testing and placement, physical facilities and arrangements, scheduling, classroom techniques, and evaluation of student progress. Workshops, demonstration of local facilities, and action research in Albany, Syracuse, and White Plains, are also described. The document includes a glossary, bibliographies of adult basic education and learning laboratory curriculum materials, registration and report forms for new adult students, facilities and equipment, learning laboratory day and evening scheduling, organizational and learning laboratory flow charts, job and task descriptions, a weekly laboratory plan for a class, and a student activity chart. (ly)

ED 030 826

AC 004 855

Blum, A. William

Religious Television Programs: A Study of

Relevance.

Pub Date 69

Note—235p.

Available from—Hastings House, Publishers, 10 East 40th St., New York, N.Y. 10016 (\$2.50).

Document Not Available from EDRS.

Descriptors—Broadcast Industry, *Educational Television, Guidelines, Historical Reviews, *Program Descriptions, Program Planning, Religious Cultural Groups, *Religious Education, *Surveys, Telecourses

A nationwide questionnaire survey of over 430 television stations as to religious program activity during the year July 1, 1964, to June 30, 1965, sought data on such matters as weekly hours of program time, program types and styles, and subjective evaluations of the value and professional quality of programs used or created by the stations. Syndicated programs appeared to be favored over network offerings; most local and syndicated material was considered either good or excellent; and program quality emerged as the chief criterion in scheduling. The numerous local broadcasts consisted either of worship, inspiration, and meditation (the largest category); programs of religious information, orientation, and education (including those designed for children and youth); or seasonal, holiday, and memorial programs, many of which employed music, drama, or dance. Program planning guidelines were set forth on such points as establishing priorities, seeking professional quality, and producing brief inspirational messages and children's programs. (The document includes syndicated and network programs, issues of relevance in educational broadcasting, a list of stations, a program index, eight references, and a short history of religious broadcasting.) (ly)

ED 030 827

AC 004 857

Spiegel, Hans B.C., Ed.

Citizen Participation in Urban Development.

Volume 2. Cases and Programs.

National Training Labs. Inst. for Applied Behavioral Science, Washington, D.C. Center for Community Affairs.

Pub Date 69

Note—344p.; Selected Reading Series, 8.

Available from—NTL Institute for Applied Behavioral Science, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$3.95).

Document Not Available from EDRS.

Descriptors—Black Power, *Citizen Participation, City Officials, *Community Action, *Community Development, Community Organizations, Community Schools, Conflict, Decentralization, Developing Nations, Laboratory Training, *Leadership Training, Public Housing, *Urban Areas, Urban Renewal

Identifiers—India, Puerto Rico

The successor to a volume on concepts and issues in urban citizen participation, this work documents selected patterns of participation, issues that trigger participation (school decentralization, housing needs, a proposed highway, and other crisis situations), and outside assistance as embodied in urban planning advocates, community development catalysts, and the training of

community leaders, policemen, and others for participation. Newer forms of participation (the civil rights movement, people's organizations, inner city ministries, detached agencies, neighborhood law firms) are discussed. These are followed by accounts of community organizations at work in such localities as East Harlem, South Chicago, and Boston; the role of black caucuses in generating minority power; issues of participation in the Model Cities program; urban renewal efforts in New Haven, Philadelphia, and Cincinnati; pressure for greater local control of schools in Ocean Hill-Brownsville and elsewhere in New York City; successful protest and action in lower Manhattan and Cambridge, Massachusetts; attempts at dialogue in the Detroit ghetto; and examples of community development in Puerto Rico and India. (ly)

ED 030 828

AC 004 894

Schacht, Robert H.

Week-End Learning in the United States.

Center for the Study of Liberal Education for Adults, Brookline, Mass.

Pub Date 60

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Adult Education, *Higher Education, Program Evaluation, Program Planning, *Residential Programs, *Weekend Programs

Reprinted from a doctoral dissertation on the history, theory, and scope of residential adult education in the United States, this essay suggests a number of values to be found in the residential method, together with certain trends, educational attitudes, and other forces that could affect participation in, and the growth and structure of, residential programs. Problems in working out a sound philosophy of residential higher adult education are briefly discussed. In a postscript by A. A. Liveright, questions are raised as to the meaning, essential elements, effectiveness, goals, and staffing of residential adult education centers. (ly)

ED 030 829

AC 004 896

Adult Basic Education Pilot Project.

Texas Education Agency, Austin; Texas Univ., Austin. Extension Teaching and Field Service Bureau.

Pub Date Jun 69

Note—64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—*Adult Basic Education, Evaluation, *Instructional Materials, Part Time Teachers, *Pilot Projects, Recruitment, Student Certification, *Student Placement, Student Records, Teacher Aides, *Teaching Techniques, Team Teaching, Testing

Identifiers—Adult Basic Learning Examination, New Careers, Standard Oral Reading Paragraph Test, *Texas, Wide Range Achievement Test

The adult basic education program of the Texas Extension Division of Texas University was organized to provide educational opportunities for at least 200 undereducated adults, evaluate materials and teaching techniques in actual classroom use, develop a student record and progress chart for reporting and evaluation in local projects, explore student placement, and identify means of recruiting students. Adult basic education and New Careers classes were set up in Austin, with two full time teachers working with part time teachers and teacher aides. Face-to-face recruiting, especially by adult students themselves, has been effective. The Wide Range Achievement Test (WRAT), the Standard Oral Reading Paragraph test (SORP), and the Adult Basic Learning Examination (ABLE) are used in placement. Instruction, including team teaching is given at Levels A (for those with minimal reading skill or little or no command of English); B, at the Grade 4-6 level; and C, for those averaging at least 7.0 on the WRAT and SORP. Numerous short films and filmstrips and such publications as the Mott Basic Language Skills series are among the equipment and instructional materials used. (ly)

ED 030 830

AC 004 897

Adult Basic Education Teachers Guide; Produced by Texas Adult Basic Education Workshop (Austin, June 10-21, 1968).

Texas Univ., Austin. Extension Teaching and Field Service Bureau.

Pub Date 68

Note—165p.

EDRS Price MF-\$0.75 HC-\$8.35

Descriptors—*Adult Basic Education, Citizenship, Communication Skills, Educational Guidance, Educational Objectives, Health Education, *Inservice Teacher Education, Instructional Materials, Mathematics, Orientation, Reading, Science Education, Social Development, Student Evaluation, *Teaching Guides, Vocational Counseling, Writing

Produced at a program planning workshop for experienced adult basic education teachers, this work furnishes a teaching guide and inservice teacher training guidelines for use in the Texas Adult Education program. First, academic and other statewide program goals are enumerated. Next, concepts and objectives, subject content, student and teacher activities, textbooks, equipment and materials, and procedures are suggested for science and health instruction; increasing students' occupational and educational opportunities; teaching basic, intermediate, and upper level mathematics; adult citizenship and social skills; and development of skills in listening, speaking, reading, and writing. Last of all, student evaluation objectives, devices, and procedures are listed for each broad subject area and level of instruction. The document includes a model of an inservice orientation program involving lectures, small group discussions, and class visitations. (ly)

ED 030 831

AC 004 898

Smith, Edwin H. Bradtmueller, Weldon G.

A Selected Annotated Bibliography of Instructional Literacy Materials for Adult Basic Education.

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date May 68

Note—52p.; Bulletin 71F-3.

EDRS Price MF-\$0.25 HC-\$2.76

Descriptors—*Adult Basic Education, *Annotated Bibliographies, Arithmetic, Citizenship, English (Second Language), Guidelines, *Instructional Materials, Language Arts, Literacy Education, Programmed Texts, Reading Instruction, Social Studies, Textbooks, Textbook Selection

Entries in this selected annotated bibliography of instructional literacy materials are divided among three stages of prevocational or adult basic education: (1) the introductory stage (readability levels 1-3); (2) the elementary stage (Levels 4-6); (3) the intermediate stage (levels 7-9). Areas covered include English as a second language, language arts in general, reading instruction, practical mathematics and money management, citizenship, social studies, and prevocational orientation. A few programmed texts are among the entries. Guidelines are also presented for selecting materials and evaluating their content, format, and organization. The document includes names and addresses of 42 publishers. (ly)

ED 030 832

AC 004 908

Peabody, Fred J.

An Analysis of Critical Incidents for Recently Employed Michigan Cooperative Extension Agents With Implications for Training.

Michigan State Univ., East Lansing.

Pub Date 68

Note—207p.; Ph. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 69-5928, MF \$3.00, Xerography \$9.45).

Document Not Available from EDRS.

Descriptors—Analysis of Variance, Complexity Level, *Critical Incidents Method, Doctoral Theses, *Educational Needs, *Extension Agents, Females, *Job Analysis, Job Tenure, Males, Occupations, Perception, Performance, Research, Responsibility, Rural Extension, Self Evaluation

Identifiers—*Cooperative Extension Service, Michigan

Using the critical incident method, this study sought to describe job requirements perceived as critical by Michigan Cooperative Extension agents, identify training needs, and determine possible differences in training needs and job requirements according to employment position and tenure. The research involved collecting 444 written descriptions of effective and ineffective job performance from 74 subjects in 23 small group meetings. Incidents were classified by six functional areas. Functions, in order of frequency, were teaching and communicating; organizing;

conducting programs; administration; program planning; and evaluation. Other findings included the following: (1) agents of differing tenure reported incidents with similar frequency in all categories except evaluation; (2) the importance hierarchy consisted of organizing, conducting programs, program planning, evaluation, teaching and communicating, and administration; (3) the difficulty hierarchy consisted of evaluation, organizing, administration, program planning, teaching and communicating, and conducting programs; (4) home economists and agriculture and natural resource agents stressed teaching and communicating, while Four-H youth agents stressed organizing. (author/ly)

ED 030 833 AC 004 909

Trooboff, Benjamin Michael
Employment Experience After MDTA Training: A Study of the Relationships Between Selected Trainee Characteristics and Posttraining Experiences.

Georgia State Coll., Atlanta.

Pub Date 68

Note—222p.; D.B.A. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 69-2261, MF \$3.00, Xerography \$10.15).

Document Not Available from EDRS.

Descriptors—Academic Achievement, Adult Dropouts, Analysis of Variance, Doctoral Theses, Educational Background, *Employment, Family Background, Family Status, *Federal Programs, Females, *Followup Studies, Graduates, Income, Males, *Manpower Development, Marital Status, Race, *Trainees, Work Experience

Graduates and dropouts of the Atlanta, Georgia, training program under the Manpower Development and Training Act were surveyed to ascertain training effectiveness and to seek relationships between certain trainee characteristics and employment success. Using a mailed questionnaire, the study surveyed 1,062 graduates and 444 dropouts from 24 different skill training programs during the period 1963 to 1966. Major findings included the following: (1) graduates enjoyed a higher percentage of employment time (84%) than dropouts (67.4%); (2) graduates rose from an average of \$9.8 an hour to \$1.76, while dropouts went from \$1.07 to \$1.51; (3) when enrollees were separated by race and sex, male graduates and dropouts did not differ notably on employment after training, and white graduates and dropouts did not differ in earnings; (4) marital and family status, wage earner status, and other factors contributing to responsibility significantly affected the percentage of time employed after training whenever the factors tended greater responsibility; (5) trainee characteristics selected for this study cannot be used as a predictive device when discriminant analysis is used. (author/ly)

ED 030 834 AC 004 957

Leskinen, Heikki Ilmari
A Critical Appraisal of Selected Finnish Folk High Schools.

Indiana Univ., Bloomington.

Pub Date 68

Note—370p.; Ph. D. Thesis.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 69-7691, MF \$4.75, Xerography \$16.65).

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Curriculum, Doctoral Theses, Educational Background, Educational Objectives, Educational Principles, Enrollment, *Folk Schools, *Historical Reviews, Investigations, *National Surveys, Participant Characteristics, Professional Training, Teachers, Teaching Methods

Identifiers—*Finland

This study sought to describe fully the historical development of the Finnish folk high school movement, to identify the goals and principles of present provincial folk high schools and how they are expressed in the practice of adult education, and to investigate how such schools use goals and principles stressed by the Bureau of Studies in Adult Education, Indiana University. Origins of the movement (1868-89), the rise of folk high schools (1889-1918), developments in independent Finland (1918-66), and the growth of folk academies, Christian, labor oriented, and other types of folk high schools (including those of Swedish speaking citizens) were documented. In

addition, analytical data were obtained from questionnaires completed by 14 provincial folk high school principals and 90 teachers. Findings showed, among other things, that those educational goals and principles stressed by the Bureau of Studies in Adult Education were generally accepted by the majority of the principals, are used in many provincial folk high schools, and receive considerable emphasis in teachers' and principals' training programs in adult education. (author/ly)

ED 030 835 AC 004 959

Batten, T.R. Batten, Midge

The Non-Directive Approach in Group and Community Work.

Pub Date 67

Note—154p.

Available from—Oxford University Press, 200 Madison Ave., New York, N.Y. 10016

Document Not Available from EDRS.

Descriptors—Case Studies (Education), *Community Development, *Community Organizations, Group Discussion, *Guidelines, *Leadership Styles, *Leadership Training, Program Planning, Role Playing, Trainers, Youth Leaders

This book assesses the nature, advantages, and limitations of the nondirective or community development approach to social betterment. Two advantages are claimed for this approach: people are more likely to act on what they have freely decided to do than on what others have tried to persuade them to do; through participation in the process of thinking, deciding, and planning, they will acquire more confidence and competence as persons. Part One of this work examines the directive and nondirective approaches, with the conclusion that each is more useful and suitable in some situations than in others. Part Two discusses the role of nondirective workers in autonomous groups, discussion groups, youth work, and other areas. The last two parts consider effective means of training nondirective workers to perform effectively, and the preparation of trainers through case discussion and other methods and techniques. Also included are appendices and illustrations on discussion processes, course planning, and youth service cases. (ly)

ED 030 836 AC 004 962

Cohen, Harold C. And Others

Case 1: An Initial Study of Contingencies Applicable to Special Education.

Pub Date 67

Note—111p.

Available from—Institute for Behavioral Research, Inc., 2426 Linden Lane, Silver Spring, Maryland 20910

Document Not Available from EDRS.

Descriptors—Academic Achievement, Behavior Patterns, *Correctional Education, *Corrective Institutions, *Delinquents, Educational Environment, Leisure Time, *Motivation Techniques, Programmed Instruction, Research, Rewards, Staff Improvement, Student Characteristics, Tests, *Youth

Identifiers—*National Training School for Boys, Stanford Achievement Tests

The first CASE (Contingencies Applicable to Special Education) project, conducted from February to October 1965 with student inmates at the National Training School for Boys (NTSB), used environmental planning concepts and behavioral learning principles to restructure a basic education curriculum in terms of individual performance requirements, and reinforced academic achievement with negotiable "points" contingent on scores of at least 90% in programmed instruction in class activities. These points could be used for special classroom activities, lounge and library privileges, store purchases, and rental of private study offices. Social acceptance and status also became strong incentives. CASE project staff members were trained in two courses (Environmental Design and Behavioral Analysis and its Extension) on NTSB premises. Increases in student educational behavior and achievement (as measured by the Stanford Achievement Tests and other objective tests) and changes in attitudinal behavior with direct modeling after the staff (as measured subjectively) encouraged the staff to expand the project. (ly)

ED 030 837 AC 004 963

Gosling, Robert And Others

The Use of Small Groups in Training.

Tavistock Inst. of Human Relations, London (England).

Pub Date 67

Note—143p.; Papers from a 1964 conference sponsored by the Staff Board of the Tavistock Institute of Human Relations.

Available from—Codicote Press, Hitchin, Hertfordshire, England (20s)

Document Not Available from EDRS.

Descriptors—Behavior Patterns, Corrective Institutions, Group Dynamics, Human Relations, *Institutional Personnel, *Physicians, Professional Continuing Education, Psychological Patterns, Residential Programs, *Sensitivity Training, *Small Group Instruction, *Social Workers

These three British studies illustrate the use of small group methods to impart human relations knowledge and skills to professionals in medical and social services. The first paper deals with general practitioners who meet weekly over extended periods of time for case discussions. The second describes experiences of the Family Discussion Bureau in setting up short residential courses for social case workers, with a blending of training group methods, course work, and case study seminars built around the theme of marital interaction. The last paper points to ways in which a change agent, a psychiatrist trained in group dynamics as well as psychotherapy, used small group methods to help personnel in boys' penal institutions become receptive to new ideas. Two substantive issues appear throughout: (1) the widespread anxiety generated by the prospect of having to make changes in one's professional role in order to use new insights gained through training; (2) the nature of unconscious regressive forces or "pathology" in group behavior. (ly)

ED 030 838 AC 004 965

Rittenhouse, Carl H.

The Transferability and Retraining of Defense Engineers.

Stanford Research Inst., Menlo Park, Calif.

Pub Date Nov 67

Note—134p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (1968-0-305-215 (96), \$6.65)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Administrative Personnel, Age Differences, Attitudes, *Career Change, Employment Opportunities, Employment Qualifications, *Engineers, Family Status, Income, *Industry, Investigations, Marital Status, *National Defense, Transfer of Training, *Vocational Retraining

This study was undertaken to describe any special barriers to the transfer of engineers from defense to commercial work, and to evaluate retraining and reorientation techniques that might help ease the transfer. Interviews and questionnaires were used to obtain data from about 2,100 engineers and 100 managers in 14 industries. Characteristics, experiences, and attitudes of engineers who had transferred from defense to commercial work in recent years were stressed. These were among the major findings: (1) no important barriers to transfer were detected relating to age, marital status, or family status; (2) engineers saw managers' attitudes, greater commercial cost consciousness, and differing specialty and manpower requirements as possible barriers to transfer; (3) motivational and attitudinal factors tend to support rather than oppose transfer to commercial industry; (4) on the job training and other in-house programs were favored as means of retaining; (5) managers were more optimistic about transferability of skills and attitudes than about availability of openings; (6) defense engineers entering commercial industry would probably be best suited to research and development, new design, advanced engineering, and analytical areas. (ly)

ED 030 839 AC 004 966

Leadership Training for New Careers: The Non-Professional Counselor, Supervisor, and Trainer.

University Research Corp., Washington, D.C. Information Clearinghouse on New Careers.

Pub Date 68

Note—134p.

EDRS Price MF-\$0.75 HC-\$6.80

Descriptors—Classroom Techniques, Counselors, Curriculum, *Disadvantaged Groups, *Human

Services, Instructional Staff, Interaction Process Analysis, *Leadership Training, On the Job Training, Publications, Selection, Student Evaluation, *Subprofessionals, Supervisors, Trainers

Identifiers—Howard University, New Careers Program

The Howard University Institute for Youth Studies conducts a project in Washington, D.C., to train disadvantaged young adults, aged 22-35, as subprofessional group leaders, counselors, trainers, or supervisors for work with enrollees in an entry level Human Service Aide (New Careers) training program. The program is also meant to include youth and adult group leadership and counseling skills for such other contexts as employment, community and social service, and efforts against poverty and delinquency. Classroom and on the job training are offered in three stages over a nine month period. Learning in the content areas of poverty, human development and problems of youth, group management, community resources, and individual counseling is evaluated by an information test and by group process analysis. Instructors for the project are developed in supervisory sessions, staff meetings, biweekly seminars, spot conferences, and a special graduate program. In terms of performance, trainees have been seen as generally capable of working effectively, but deficient in punctuality and attendance, descriptive recording, use of outside resources, and response to situations arising within groups. (Course outlines, evaluation instruments, and a list of publications, are included.) (ly)

ED 030 840 AC 004 968

Mayo, George D.

Fleet Performance of Project 100,000 Personnel in the Aviation Structural Mechanic S (Structures) Rating. Final Report.

Naval Personnel Research Activity, San Diego, Calif.

Pub Date Feb 69

Note—29p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-685-601, MF \$3.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors—Aptitude, Complexity Level, Control Groups, Correlation, Educational Background, *Evaluation, Experimental Groups, Grades (Scholastic), *Low Ability Students, *Military Training, Motivation, Research, *Task Performance, *Technical Education

Identifiers—*Project 100,000, United States Navy

The fleet performance of a small group of Project 100,000 (low aptitude) personnel was assessed by means of an evaluation form completed by their supervisors after the men had been on board for approximately seven months. The men had previously been trained for the Navy rating, Aviation Structural Mechanic S (Structures), AMS. The performance of other personnel working in the AMS rating, who had been attached to the same squadron for a comparable period, also was assessed for purposes of comparison. Statistically significant differences between the two groups were not found, although all measures showed a small difference favoring those who were compared with the low aptitude personnel. The performance of Project 100,000 personnel in the AMS rating ranged from above average to satisfactory. On the whole, the study suggests that the use of Project 100,000 personnel in the AMS rating is not in the best interest of the Navy unless dictated by manpower shortages or other nonmilitary considerations. (Nine tables and eight references are included.) (author/ly)

ED 030 841 AL 000 981

Jameson, Gloria Ruth

The Development of a Phonemic Analysis for an Oral English Proficiency Test for Spanish-Speaking School Beginners.

Spons Agency—Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date Jan 67

Note—187p.; Ph.D. Dissertation, University of Texas, Austin, January, 1967.

Available from—Learning Disability Center, 604 West 24th Street, University of Texas at Austin, Texas 78705 (\$3.50 plus \$0.50 postage).

Document Not Available from EDRS.

Descriptors—Articulation (Speech), Bilingual Students, Diagnostic Tests, Disadvantaged Youth, Elementary School Students, Elementary School Teachers, *English (Second Language), Interference (Language Learning), *Language Tests, Oral English, Phonetic Analysis, *Phonology, *Preschool Children, Preschool Tests, Pronunciation, *Spanish Speaking, Speech Skills, Statistical Analysis, Test Results, Verbal Tests

Identifiers—*Oral English Language Proficiency Test I, San Antonio Texas

The major objectives of the research reported here were: to develop a phonological analysis to be used in determining the basic language problems of disadvantaged Spanish-speaking children; to develop an effective test for assessing the oral English of these children that could be used by a classroom teacher after only a brief training period; and to develop a test to measure a child's progress in oral English through elementary school. To achieve these objectives: (1) Literature in the field of English tests for non-native speakers was reviewed (Chapter II), and an outline contrastive analysis of English and Spanish was written (Chapter III). (2) Three revisions of a phonological analysis of oral English were developed and tested with groups of 48, 43, and 157 pupils. The findings of the test are discussed (Chapter IV) with recommendations for changes. (3) Anticipated phonological difficulties for the native Spanish-speaker and difficulties reported by the teachers of Spanish-speaking children were compared with the findings of the above detailed analysis, with confirmation or variations reported. (4) A summary was prepared of the findings of the phonological analysis, with a review of the variations in scoring when the same children were marked by different teachers (Chapter V). It is concluded that the Phonemic Analysis test can test oral English ability with a reliability of 85 percent or better. (See also AL 000 982.) (JD)

ED 030 842 AL 000 982

Ott, Elizabeth Haynes

A Study of Levels of Fluency and Proficiency in Oral English of Spanish-Speaking School Beginners.

Spons Agency—Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date Jan 67

Note—169p.; Ph.D. Dissertation, University of Texas, Austin, January, 1967.

Available from—Learning Disability Center, 604 West 24th Street, University of Texas at Austin, Texas 78705 (\$3.50 plus \$0.50 postage).

Document Not Available from EDRS.

Descriptors—*Audiolingual Methods, Audiolingual Skills, Bilingual Students, Comparative Analysis, Disadvantaged Youth, *Elementary School Students, *English (Second Language), Language Ability, Language Instruction, Language Tests, Mexican Americans, Oral English, Second Language Learning, *Spanish Speaking, *Teaching Methods, Teaching Techniques, Verbal Development

Identifiers—Oral English Language Proficiency Test II, Ott Jameson Test, San Antonio Texas Independent School District

A comparison was made between disadvantaged, Spanish-speaking elementary school pupils taught science in English by the oral/aural (OAE) method and those taught the same science content in English with non-oral/aural (NOA) instruction. Both the Ott-Jameson Test of individual oral expression and a group, pencil and paper test of responses to spoken English were administered to 58 pupils in September, 1965 (pre-test) and May, 1966 (post-test). It was found that instruction using non-aural/oral techniques and a rich content, such as that provided in the "AAS: Science, A Process Approach," is as effective as intensive language instruction using oral/aural techniques in developing competency in hearing and understanding English vocabulary and differentiating contrastive phonology and grammar. The highly significant gains of pupils in the OAE group in the production of spoken English, however, substantiates the need for audio-lingual techniques in teaching English as a second language, especially to provide a rapid command of spoken English. It is recommended that "the benefit of oral/aural techniques be combined with content drawn from science, social studies, mathematics and literature to

produce a language instructional program based on meaningful experiences." Further research and testing are needed in using content to teach language skills, as is a standardized scale for language competency. See ED 010 048, AL 000 981. (JD)

ED 030 843 AL 001 379

Carlson, David R.

A Re-Visitation of Two Communities Represented in the Linguistic Atlas of New England.

Pub Date 23 Nov 65

Note—119p.; M.A. Thesis, University of Massachusetts, Amherst, 1965.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—American Culture, *American English, Atlases, Community Surveys, *Dialect Studies, Grammar, Language Patterns, Language Research, *Language Usage, Lexicology, Phonology, *Regional Dialects, Rural Population, Sociolinguistics, Standard Spoken Usage, Vocabulary, Word Frequency

Identifiers—LANE, *Linguistic Atlas of New England, New England

A study was undertaken "to determine the extent and nature of change, if any, in the speech of two New England communities" since the fieldwork for the "Linguistic Atlas of New England" (LANE) was completed in 1932. Two rural communities, Granby and Deerfield, Massachusetts, were re-visited in order to interview the same three types of informants as in 1932: "Type I—little formal education, little reading and restricted social contacts; Type II—better formal education (usually high school) and/or wider reading and social contacts; and Type III—superior education (usually college), cultured background, wide reading and/or extensive social contacts." Most of the linguistic patterns investigated were chosen on the basis of differences between the two communities or types of informants in the original survey. Other items investigated were folk pronunciations, terms in danger of extinction, or innovations. Regional phonological variations were also tested. A broad phonetic transcription was used. This report includes short sketches of the informants and the communities, itemized comparisons of LANE and survey responses, and observations. The questionnaire used and a compilation of the 1965 responses are appended. [Not available in hard copy due to marginal legibility of the original document.] (JD)

ED 030 844 AL 001 670

Ferguson, Charles A.

Absence of Copula and the Notion of Simplicity: A Study of Normal Speech, Baby Talk, Foreigner Talk and Pidgins.

Pub Date Apr 68

Note—17p.; Paper given at the Conference on Pidginization and Creolization of Languages, Kingston, Jamaica, April 1968.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Child Language, Creoles, Grammar, Language Development, Language Patterns, Languages, Language Styles, Language Typology, *Language Universals, Linguistic Theory, *Pidgins, *Standard Spoken Usage, Taxonomy

Identifiers—Baby Talk, Clauses, *Copula, Natural Languages

For the linguist interested in typology and language universals, this paper suggests the usefulness of a taxonomy of copula and copula-like constructions in the world's languages and the elaboration of hypotheses of synchronic variation and diachronic change in this part of language. For the linguist interested in child language development, the paper repeats earlier suggestions (Ferguson 1964) that the notion of simplicity may be a useful one in accounting for the development of grammar in the child, repeats the point that baby talk is largely initiated by adults on the basis of existing patterns, and suggests further that the telegraphic style used by young children may in part be based on the fact that adults in their attempt to simplify their speech (i.e. use baby talk) tend to omit items such as the copula, prepositions, articles, and inflectional endings. For the linguist interested in pidgins and creoles, the most important suggestion of the paper is probably the view that the foreigner talk of a speech community may serve as an incipient pidgin. This view asserts that the initial source of the grammatical structure of a pidgin is the more

or less systematic simplification of the lexical source language which occurs in the foreigner talk register of its speakers rather than the grammatical structure of the language(s) of the other users of the pidgin. (Author/AMM)

ED 030 845

AL 001 697

Palmer, Joe Darwin

Advanced English: Lessons in Grammar.

Ministry of Education, Mogadiscio (Somali Republic).

Spons Agency—Agency for International Development, Washington, D.C.
Pub Date Jun 68

Note—189p.

EDRS Price MF-\$0.75 HC-\$9.55

Descriptors—Advanced Students, Audiolingual Methods, Contrastive Linguistics, *English (Second Language), *Grammar, *Instructional Materials, *Language Instruction, Pattern Drills (Language), *Somali, Transformation Generative Grammar

This grammar text was prepared especially for advanced students of English in the Somali Republic. The material consists for the most part of explanations and exercises in English generative-transformational grammar. Chapters treat the following aspects of English grammar: (1) the phrase structure of simple sentences; (2) the English noun phrase; (3) relative clauses; (4) nominalizations and modification; (5) verb inflection, pronunciation and spelling; and (6) the English verb phrase formatives. An introductory section explains and reviews elementary grammatical terminology. All material in the text appears in English only. (AMM)

ED 030 846

AL 001 776

Robinson, Lois

Teaching Writing.

Pub Date Mar 69

Note—12p.; Paper given at the Third Annual TESOL Convention, Chicago, Illinois, March 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*English (Second Language), Teaching Techniques, *Writing Exercises, *Writing Skills

Teaching writing is the frustrating part of teaching English as a second language, yet a secondary-school level student who is literate in his own language can be guided into writing a simple paragraph in English soon after he can read one. Guided writing limits the variety of errors a student can make, gives repeated practice in using a selected sentence pattern correctly, prepares a student to write freely with a manageable number of errors, and allows him to write confidently with no fear of unpleasant surprises. Transformation, insertion, completion, and change-in-point-of-view oral exercises can easily be adapted to guided writing. Copying, generally recommended as the first step in writing English, may be skipped if the student can already write in the Roman alphabet. Dictation, the next step, may begin with the teacher reading a very short sentence which the students repeat aloud and then write. (The teacher then rereads it.) This is followed by "standard paragraph dictation," which the student hears four times. A writing teacher should (1) work on one structure at a time, (2) substitute oral practice for grammatical explanations, (3) assign one or more guided exercises which practice the structure, (4) assign a topic which makes the use of the structure likely, and (5) provide the topic sentence until the student can do so on his own. (AMM)

ED 030 847

AL 001 792

Wardhaugh, Ronald

TESOL: Current Problems and Classroom Practices.

Pub Date Mar 69

Note—14p.; Paper given at the Third Annual TESOL Convention, Chicago, Illinois, March 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Applied Linguistics, *Educational Theories, *English (Second Language), *Language Instruction, Linguistic Theory, Psycholinguistics, *Second Language Learning, *Teaching Methods, Teaching Techniques

This paper attempts to "bridge the gap between the practical orientation of teachers and the theoretical concerns that should underlie practice." Discussed in turn are language, psychology, and pedagogical philosophy. An

adequate knowledge of these areas is essential to good classroom practices; every bad practice is evidence of some weakness in understanding these areas. That linguists seem currently more concerned with formulating questions than with proposing answers indicates the likelihood of major new advance, rather than decay and dissolution. Regardless of the state of linguistics, however, there are still certain things students have to learn if they are to speak the second language. Classroom practices should follow some kind of "middle road" in which the natural contexts of language are used to prompt language use, with an awareness of the language structures to be mastered. A teacher cannot rely on any one single, narrow, pedagogical approach, but must respond to the different learning patterns of different students, and their different motives and inclinations. This involves the use of examples, variety, and context-oriented work. The student's gradual development as a person who controls a second language is more important than his apparent mastery of certain patterns. A discussion of the differences between approach, method, and technique concludes the paper. (AMM)

ED 030 848

AL 001 795

Shaffer, Stuart M.

The Measurement and Evaluation of Language Instruction.

Pub Date 7 Mar 69

Note—13p.; Paper given at the Third Annual TESOL Convention, Chicago, Illinois, March 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Adjustment (to Environment), Auditory Discrimination, Diagnostic Tests, English (Second Language), Language Arts, Language Development, *Language Instruction, *Language Tests, Nonstandard Dialects, *Pattern Drills (Language), *Program Evaluation, Standard Spoken Usage, *Tenl, Testing

Identifiers—Pattern Drills Program, Psychophysics

Developing test instruments for the Pattern Drills Program in the Pittsburgh Public Schools has convinced the writer that the more test development activities and the teaching process reinforce each other, the stronger the program is. The Pattern Drills Program aims to develop bidialectism in non-standard English speakers by teaching standard English as a foreign language. The Drills reinforce and provide for "eventual automatic control of the standard pattern" by substitution practice. The contemporary psychophysics approach, described by Galanter in 1962 in terms of "detection," "recognition," "discrimination," and "scaling," can be used in testing for language development or for teaching language development. One reason for failure in teaching "correct standard English" is inappropriate measures. If a child cannot speak standard English at the appropriate time, we need to know whether it is because he cannot hear the difference, cannot mimic the difference, does not know the difference between different situations, or whether, although he has acquired all these "components," he just cannot combine them. Knowledge of this information would definitely have an effect on how we teach. (AMM)

ED 030 849

AL 001 806

Matran, Kenneth J.

Adult English as a Second Language Program in Chicago.

Pub Date 7 Mar 69

Note—13p.; Paper given at the Third Annual TESOL Convention, Chicago, Illinois, March 7, 1969.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Adult Education, *English (Second Language), *Extension Education, Immigrants, *Language Instruction, Program Evaluation, Teacher Qualifications, Teaching Methods, *Urban Education

Identifiers—Chicago Board of Education Americanization Div

If only ten percent of the total estimated non-English-speaking potential of the Chicago area were actually non-functional in English, there would be some 40,000 people in need of English language training. In investigating to what degree this obvious need is being met, the writer was surprised to discover that some, including teachers, question the need for classes at all. "Can't people learn the language through experience with media and/or public contact?" The

immigrant, he points out, unlike an American residing temporarily abroad, needs to survive in a culture that is articulated by the English language. That society must provide instruction for newcomers in the language of the people as part of the total educational scheme. The largest program for adult learners of English as a second language in the Chicago area is run by the Americanization Division of the Bureau of Education Extension of the Chicago Board of Education. More than 10,000 persons attend classes in some 400 centers in schools, churches, neighborhood houses, settlement houses, libraries, and 32 industrial firms. The writer discusses the "superb" overall organization of the program, and offers suggestions for overcoming the weaknesses in the areas of methodology, curriculum structure and development (including specific English objectives), and teacher qualification and training. (AMM)

ED 030 850

AL 001 849

Sager, Naomi

A Computer String-Grammar of English.

New York Univ., N.Y. Linguistic String Project.

Report No.—SPR-4

Pub Date Nov 68

Note—235p.

Available from—Clearinghouse for Federal Scientific & Technical Information, Springfield, Va. 22151 (PB-182 964, MF \$6.5, HC \$3.00, prepayment requested).

Document Not Available from EDRS.

Descriptors—Computational Linguistics, English, *Linguistic Theory, Nominals, *Sentence Structure, *Structural Analysis, Verbs

Identifiers—*Linguistic String Analysis

This volume is the fourth in a series of detailed reports on a working computer program for the syntactic analysis of English sentences into their component strings. The report (1) records the considerations involved in various decisions among alternative grammatical formulations and presents the word-subclasses, the linguistic strings, etc., for linguistic appraisal and improvement; (2) sets down in a non-program-specific form the computer grammar so that future reworkings of the grammar or reprogrammings can start from a neutral description (for this, English seemed to be the best language), free of the limitation imposed by the previous representation; and (3) provides a reference for those actively working with the string program, bringing together the description of grammatical items with their linguistic and program (or code) names. Sections cover the verb, center strings, subject strings, object strings, adjunct strings, and conjunctive and comparative strings. Three indexes are provided: (1) Strings and Subclasses, (2) Restrictions, and (3) Word-subclasses. (DO)

ED 030 851

AL 001 851

Lloyd, Donald J.

An Outside Look at Programmed Learning in Foreign Language.

Pub Date Apr 69

Note—7p.; Paper presented at the Kentucky Foreign Language Conference, Lexington, Kentucky, April 26, 1969.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Autoinstructional Aids, French, *Language Instruction, *Programmed Instruction, *Programmed Materials, *Second Language Learning, Training Objectives

The author looks at programmed learning in foreign languages from outside the university, from outside formal education, and from outside foreign language instruction itself. He examines it as a corporation executive would, asking whether this means of instruction can develop the skills his employee needs in a foreign country and whether it can do it autonomously (without an instructor). The program examined is Mueller and Niedzielski's "Basic French." The author feels that this is "truly programmed to the extent that it can serve as instructor in French to isolated persons," but he does not intend "to imply that it seems to be as good as it can be made, even now." (DO)

ED 030 852

AL 001 852

Belasco, S.

Where Is Programmed Language Instruction Most Effective?

Pub Date Apr 69

Note—16p.; Paper presented at the Kentucky Foreign Language Conference, Lexington, Kentucky, April 1969.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Language Instruction, *Language Learning Levels, *Language Proficiency, *Language Skills, Learning Processes, Nucleation (Language Learning), *Programmed Instruction, Second Language Learning

In this paper the author hopes to "persuade methodologists and foreign language teachers to attack the problem of foreign language acquisition" from what he considers to be a "more strategic angle." He is concerned with how language proficiency, rather than the individual skills, can be taught. The author doubts whether it is possible to develop foreign language proficiency in an artificial, unicultural situation by any known method but suggests that in order to find out any experimental program be tried out first on foreign language majors rather than beginning language students. If it succeeds with them, then the method can be applied "downward" to non-majors, first to advanced students, then to intermediate students, and finally to elementary students. How far "down" one can go will depend on the extent to which a foreign language program is geared exclusively to the acquisition of language. The acquisition of foreign language skills should take precedence over any linguistically, esthetically, or educationally oriented considerations. (DO)

ED 030 853

AL 001 855

Bidwell, Charles E.

Outline of Slovenian Morphology.

Pittsburgh Univ., Pa. University Center for International Studies.

Pub Date 69

Note—110p.

Available from—Centers for International Studies, Social Sciences Building, University of Pittsburgh, Pittsburgh, Pa. 15213 (\$1.50 Payable to the University of Pittsburgh).

Document Not Available from EDRS.

Descriptors—Adjectives, Consonants, *Morphology (Languages), *Morphophonemics, *Nouns, Phonology, Pronouns, *Slovenian, Structural Linguistics, *Verbs, Vowels

The aim of this work is to give English-speaking students and linguists a concise, consistent, and structurally oriented description of Slovenian inflectional morphology. The author devotes particular attention to the nominal morphology, attempting to be as exhaustive as possible. Verb morphology is given in a more schematic, outline form. (Author/DO)

ED 030 854

AL 001 856

Bidwell, Charles E.

A Morpho-Syntactic Characterization of the Modern Slavic Languages.

Pittsburgh Univ., Pa. University Center for International Studies.

Pub Date 69

Note—124p.

Available from—Center for International Studies, Social Science Building, University of Pittsburgh, Pittsburgh, Pa. 15213 (\$1.50 Payable to the University of Pittsburgh).

Document Not Available from EDRS.

Descriptors—Adjectives, Case (Grammar), Consonants, *Contrastive Linguistics, Determiners (Languages), *Language Typology, *Morphology (Languages), Morphophonemics, Nouns, Phonology, Pronouns, Sentence Structure, *Slavic Languages, Standard Spoken Usage, Structural Linguistics, Suprasegmentals, *Syntax, Transformations (Language), Verbs, Vowels

This study examines the ten major contemporary standard Slavic languages (Polish, Ukrainian, Russian, Belorussian, Czech, Slovak, Serbo-Croatian, Macedonian, Slovenian, and Bulgarian) from the point of view of their similarities and differences in morpho-syntactic structure. Areas examined include: vowel and consonant systems, morphophonemics, suprasegmental phonology, and morpho-syntax (nominal words, the verb, the sentence, concord, interrogatives, the syntactic function of case, and embedded sentences). At the end of this study a typological grouping is given. (DO)

ED 030 855

AL 001 857

Mueller, Theodore

Analysis of the Results Obtained with "Basic French—A Programmed Course" Academic Year 1968-69 and Comparison with a Traditional Audio-Lingual Course.

Pub Date [69]

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Audiolingual Methods, Cloze Procedure, Comparative Analysis, *French, *Language Instruction, *Programmed Instruction, *Teaching Methods, Testing

Identifiers—Kentucky University

An analysis of the results obtained with "Basic French—A Programmed Course" taught to University of Kentucky freshmen in 1968-69 is presented. These results, which are compared with those of two traditional audiolingual courses, have led to the following conclusions: (1) results of the Programmed Course are significantly superior to national norms (except in reading) and to results obtained in the two audiolingual courses; (2) the Programmed Course retains more students than the audiolingual courses; (3) the Programmed Course benefits particularly the low aptitude students and gives them a chance to fulfill the foreign language requirement; (4) with the Programmed Course the average student can succeed as well as the high aptitude student, if he puts forth the time and effort; (5) the opinion polls taken show an overwhelming acceptance of the Programmed Course; (6) the graduate students who taught the Programmed Course have generally expressed enthusiasm for it; (7) the Programmed Course permits obtaining superior results by inexperienced instructors; and (8) the results obtained with the Programmed Course do not depend on the language mastery of the instructor. All graduate assistants who taught the Programmed Course were American natives and spoke French from "acceptable" to "good." Half the audiolingual teachers were French. (AMM)

ED 030 856

48

AL 001 876

Kachru, Braj B.

A Reference Grammar of Kashmiri.

Illinois Univ., Urbana. Dept. of Linguistics.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Report No.—NDEA-6-602

Bureau No.—BR-5-1295

Pub Date Mar 69

Contract—OEC-5-14-059

Note—454p.

Available from—Department of Linguistics, University of Illinois, Urbana, Illinois 61801.

EDRS Price MF-\$1.75 HC Not Available from EDRS.

Descriptors—*Grammar, Instructional Materials, *Kashmiri, Language Instruction, *Phonology, *Reference Materials, *Structural Analysis Identifiers—Dardic Language, Sharada Script

This study was developed for two pedagogical purposes—first, to provide a skeleton grammar of the Kashmiri language which could be used by teachers of Kashmiri to develop teaching materials for both Indian and non-Indian learners of Kashmiri; and second, to provide an introductory reference manual of Kashmiri for students of the language. The analysis presented here is therefore "essentially pedagogically oriented." Major chapters are: (1) Introduction (area, speakers, earlier research, dialects, history, writing systems, literary tradition), pp. 1-48; (2) Phonetics and Phonology, pp. 49-67; (3) Word-Formation, pp. 68-80; (4) Word Classes, pp. 81-220; (5) The Noun Phrase, pp. 221-31; (6) The Verb Phrase, pp. 232-42; (7) The Adverbial Phrase, pp. 243-46; and (8) Sentence Types, pp. 247-74. Appended are a partial list of compound verbs, Kashmiri-English and English-Kashmiri glossaries, a bibliography, and an index to the volume. Most of the Kashmiri material is written in romanized phonemic script and the grammatical terminology used is that of modern descriptive linguistics. [Not available in hard copy due to marginal legibility of original document.] (JD)

ED 030 857

AL 001 890

Yeni-Komshian, Grace H. Lambert, Wallace E.

Concurrent and Consecutive Modes of Learning Two Vocabularies.

Johns Hopkins Univ., Baltimore, Md. Neurocommunications Lab.

Pub Date 68

Note—34p.; Published in the 1968 Annual Report, Neurocommunications Laboratory, Dept. of Psychiatry, Johns Hopkins University, Baltimore, Maryland 21218.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—*Bilingualism, *Interference (Language Learning), Language Tests, *Learning Processes, Retention, *Second Language Learning, *Vocabulary

Various manners of presenting two vocabularies were compared in terms of rate of learning and amount of immediate and delayed retention. Four concurrent and two consecutive conditions were used, each comprising two sets of symbols (nonsense syllables distinguished by a color cue) associated with a common set of referents (nonsense forms). Twenty subjects (tenth-grade students, well above average academically, from an English high school in Montreal) were used in each of the six learning conditions. The most effective condition was a concurrent procedure which presented contrasting items in sequences of glosses in such a way that the subjects were alerted to the cue which differentiated the vocabularies. The subjects in this group were intermediate in rate of learning, but superior in immediate and delayed retention. The results also suggest that interference during learning is not necessarily detrimental if the learning conditions permit and encourage one to overcome interference while learning. (Author/AMM)

ED 030 858

AL 001 894

Yeni-Komshian, Grace And Others

A Pilot Study on the Ability of Young Children and Adults to Identify and Reproduce Novel Speech Sounds.

Johns Hopkins Univ., Baltimore, Md. Neurocommunications Lab.

Spons Agency—National Inst. of Child Health and Human Development, Bethesda, Md.

Pub Date 68

Note—17p.; Paper published in the 1968 Annual Report, Neurocommunications Laboratory, Dept. of Psychiatry, Johns Hopkins University, Baltimore, Md. 21218.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Acoustic Phonetics, *Age Differences, Arabic, Articulation (Speech), *Auditory Perception, *Phonology, *Pronunciation Instruction, Second Language Learning

This study was designed to compare children and adults on their initial ability to identify and reproduce novel speech sounds and to evaluate their performance after receiving several training sessions in producing these sounds. The novel speech sounds used were two voiceless fricatives which are consonant phonemes in Arabic but which are completely foreign to monolingual English-speaking Americans. The sounds were presented in the context of one- and two-syllable Arabic words (target words). There were four target words, and each word was associated with a small plastic form of a common object. This approach simulated some elements of actual language learning. The objects were used to elicit identification responses from the subjects. This paper reports results for two male subjects who participated in seven half-hour training sessions given within a period of twelve days. One subject was five years old; the other was 21. Reproduction responses were judged by two adult listeners who are native speakers of Lebanese Arabic. Spectral analyses and amplitude-frequency cross-sections of the fricative portion were also made. Results do not provide any evidence that children are better than adults in acquiring novel speech sounds. (DO)

ED 030 859

AL 001 898

Chase, Richard Allen And Others

Teaching New Vowel Sounds Using Real-Time Spectral Displays.

Johns Hopkins Univ., Baltimore, Md. Neurocommunications Lab.

Spons Agency—National Inst. of Child Health and Human Development, Bethesda, Md.

Pub Date 68

Note—20p.; Paper published in the 1968 Annual Report, Neurocommunication Laboratory, Dept. of Psychiatry, Johns Hopkins University, Baltimore, Md. 21218.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Acoustic Phonetics, Age Differences, Articulation (Speech), *Pronunciation Instruction, *Spectrograms, *Visible Speech, *Visual Learning, Vowels

Identifiers—*Visible Speech Translator, VST

The primary objective of this study was to find out if young (normal-hearing) children could be taught a novel vowel sound by means of visual information alone, that is, without benefit of auditory presentation of the sound or instructions on the shaping of the vocal tract for its production. A second objective was to find out whether the rate and nature of learning by means of visual in-

formation were different for children and young adults. A modified version of the Visible Speech Translator developed by Bell Telephone Laboratories was used in the study. The subjects participating consisted of ten young adult males and ten children, males and females, between the ages of four and five years old. The vowel /y/ which occurs in the phonological systems of French and German but not in American English was selected for learning. All subjects showed evidence of learning in the context of the experiment. In every case, marked modification of vocalization patterns in the direction of the novel vowel was obtained in the first 100 trials. Most subjects continued to demonstrate improvement through the remainder of the training sequence. No striking differences in the performance of adults and children were obtained. (DO)

ED 030 860

AL 001 929

Fleming, Irah

Stratificational Theory; An Annotated Bibliography.

Pub Date Mar 69

Note—29p.

Available from—Journal of English Linguistics, Western Washington State College, Bellingham, Washington 98225 (\$3.00).

Journal Cit—Journal of English Linguistics; v3 p37-65 Mar 1969

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Descriptive Linguistics, Grammar, *Linguistic Theory, Morphology (Languages), Phonology, Semantics, Syntax

Identifiers—*Stratificational Grammar

In stratificational theory, linguistic structure is viewed as a series of codes which interrelates meaning and expression. Each of the codes is associated with a distinct structural level, which has come to be called a stratum. The works listed in this bibliography include some specifically concerned with the development of the theoretical model itself or with other models employing similar concepts; others are concerned with interdisciplinary applications of the theory, e.g., in computational linguistics, psycholinguistics, etc.; and still others are concerned with describing particular types or corpora of data. In an effort to identify the general nature of a work, summary statements about its content are included. In addition, annotative comments are given which are intended to highlight theoretical concepts or unusual features treated. When items are considered to be of limited availability, more detailed information is included. Four developmental stages may be identified in Lamb's works, and the bibliographical items which are related to one of these stages have been marked accordingly. The stages themselves are sketched at the beginning of section 2. Section 1 is a selected bibliography of related works. (Author/DO)

ED 030 861

72

AL 001 933

Dabrowski, Kazimierz, Ed. Golaszka,

Bronislaw, Ed.

Selected Bibliographies of Polish Educational Materials. Vol. 8, No. 1.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-69-50-000-1

Pub Date 69

Note—51p.

Available from—Stechert-Hafner, Inc., 31 East 10th Street, New York, N.Y., 10003, or FAM Book Service, 69 Fifth Avenue, Suite 8F, New York, N.Y. 10003.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—Adult Education, *Annotated Bibliographies, *Education, Elementary Schools, Higher Education, High Schools, *Instructional Materials, Laws, Legislation, *Polish, Preschool Education, Social Sciences, Special Education, Teacher Education

Identifiers—*Poland

The bulk of the Polish educational materials listed in this annotated bibliography was published between August 1 and October 30, 1968. The 100 entries are listed under the following categories: (1) Laws and Legislation; (2) General Information on Education; (3) Social and Educational Sciences; (4) The Teacher's Profession; (5) Schools and Institutions—Preschool, Primary, Secondary, Vocational, Higher, Adult and Special; and (6) Miscellaneous. An index of authors and a listing of Polish publishing houses completes this volume. All ti-

tles appear in both Polish and English; annotations appear in English only. (AMM)

ED 030 862

AL 001 941

Molnos, Angela, Comp.

Language Problems in Africa; A Bibliography (1946-1967) and Summary of the Present Situation, with Special Reference to Kenya, Tanzania and Uganda.

East African Research Information Centre, Nairobi (Kenya).

Spons Agency—East African Academy, Nairobi (Kenya); Ford Foundation, New York, N.Y.

Report No.—EARIC-Info-Circ-2

Pub Date Jan 69

Note—68p.

Available from—Dr. A. Molnos, Director, EARIC, P.O. Box 30756, Nairobi, Kenya, East Africa.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—African Culture, *African Languages, *Bibliographies, Creoles, English, Language Planning, *Language Role, Official Languages, Pidgins, Publishing Industry, *Reference Materials, *Sociolinguistics, Swahili

Identifiers—Kenya, Tanzania, Uganda

The present Information Circular covering the language situation in East Africa has been prepared as a bibliographic reference tool for specialists, universities, and libraries. The introductory section describes the work of EARIC (East African Research Information Centre), which is sponsored by the East African Academy and financed by the Ford Foundation. This first section also includes notes for the user, information on obtaining the works listed, and further sources of information. The second section summarizes the language problems in African development for the general reader "who is interested in the topic but has no time to look up the original sources." The third section comprises a bibliography covering African, European, British, and American publications from 1964 to 1967. Appendixes include statistics on Bantu/Non-Bantu speakers in Kenya, Tanzania, and Uganda; a glossary of sociolinguistic terms used in this work; and an extensive listing of publishers' addresses in Africa, North and South America, Asia, Australia, and Europe. See related document AL 001 942, EARIC Information Circular Number 1. [Not available in hard copy due to marginal legibility of original document.] (AMM)

ED 030 863

AL 001 943

Tonkin, Humphrey

International Communication and Esperanto.

Pub Date 26 Nov 68

Note—28p.; Convocation Lecture given at Elizabethtown College, Elizabethtown, Pa., November 26, 1968.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*Communication (Thought Transfer), *Communication Problems, *International Programs, *Language Planning, Language Standardization, Multilingualism, National Programs, Official Languages, Sociolinguistics

Identifiers—*Esperanto

The author discusses (1) the nature of communication, (2) sociological aspects of the communication problem, and (3) solutions to the language problem that have been tried. He believes that "there is a solution easier and more successful than multilingualism, and less discriminatory than the unilateral imposition of one national language for international contacts." He suggests Esperanto as "a logical way round inherently discriminatory multilingualism: for international communication everyone would learn a second language (Esperanto), different from his native language or the language of his state." The author discusses Esperanto itself, the ease with which it can be learned, and the extent to which it is presently used. (DO)

ED 030 864

AL 001 967

Mickelson, Norma I. Galloway, Charles G.

Cumulative Language Deficit Among Indian Children.

Pub Date Jan 69

Note—7p.; Paper presented at the Seventh Canadian Conference on Educational Research; Victoria, British Columbia, Canada, January 1969.

Available from—Canadian Council for Research in Education, 265 Elgin St., Ottawa, 4, Canada (Single copy \$0.15, two copies \$0.25, ten or more \$0.10 each. Payable in advance).

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*American Indians, Child Development, *Disadvantaged Youth, English (Second Language), Language Development, *Language Handicaps, *Language Instruction, Preschool Curriculum, Preschool Education, Preschool Programs

Identifiers—*Canada

The present language study, carried out by the University of Victoria and the Department of Indian Affairs during the summer of 1968, was based on the Deutsch "cumulative deficit hypothesis." (This theory has as one of its bases the idea that the lack of appropriate language stimulation in early home and school life makes success in school activities progressively more difficult with age.) A four-week pre-kindergarten, pre-school, and orientation enrichment program for Indian children living on four reserves in the southern region of Vancouver Island was taught by two faculty members from the University of Victoria, an American with experience in Head-Start programs, and six teen-aged Indian girls as teaching aides. The children enrolled demonstrated characteristics "common to the disadvantaged child and simultaneously to Canadian Indian children currently living on reserves." Attention was focussed on language development within the framework of a "total verbal-immersion" approach. A model of pre-school education based on Ellis' 1967 model was used. The data presented in this study "suggest that language deficiencies tend to remain in the verbal repertoire of the child." The data "also support the hypothesis that this phenomena can be corrected." (AMM)

ED 030 865

AL 001 972

Binnick, Robert I., Ed. And Others

Papers from the Fifth Regional Meeting of the Chicago Linguistic Society, April 18-19, 1969.

Chicago Univ., Ill. Dept. of Linguistics.

Pub Date Apr 69

Note—462p.

Available from—Department of Linguistics, University of Chicago, Chicago, Illinois 60637.

Document Not Available from EDRS.

Descriptors—*Conference Reports, *Language Research, *Linguistics, *Research Reviews (Publications)

Identifiers—*Chicago Linguistic Society

The topics covered in this volume range over the entire field of linguistics. The authors are: A.L. Becker and D.G. Arms, W.R. Cantrill, G. Cohen, D.J. Darden, A. Davison, D. Elliott and others, J.E. Emonds, B. Fraser, G.M. Green, J.T. Heringer, L.R. Horn, L. Karttunen, G. Lakoff, R. Lakoff, J.M. Lindholm, V.B. Makkai, J.L. Morgan, Y.C. Morin and M.H. O'Malley, S. Morrisroe, F.J. Newmeyer, P.M. Postal, M.J. Reddy, J.R. Ross, R. Stanley, A.M. Zwick, R.I. Binnick, Z.S. Bond, D. Cohen, G. Drachman, Z. Golab, E.F. Hamp, W.A. Hass, J.H. Hill, K.C. Hill, R.J. Hoffman, D.A. Johns, K. Kazazis, G. Lee, J.D. McCawley, W.K. Percival, T.H. Peterson, P.H. Salus, D.L. Smith, D. Stampe, and V.H. Yngve. (JD)

ED 030 866

AL 001 977

McCoy, John

Written Japanese for Students of Chinese.

Pub Date Feb 69

Note—8p.; Paper delivered at the annual meeting of the Chinese Language Teachers Association, New York City, December 29, 1968.

Available from—Professor James Dew, Department of Far Eastern Languages and Literatures, University of Michigan, Ann Arbor, Michigan 48100 (Single issues \$1.00 by check or money order).

Journal Cit—Journal of the Chinese Language Teachers Association; v4 n1 p8-15 Feb 1969.

Document Not Available from EDRS.

Descriptors—Advanced Students, *Chinese, Contrastive Linguistics, Instructional Materials, *Japanese, *Language Instruction, Language Learning Levels, Reading Programs, *Reading Skills, Research Tools, *Written Language

Since a reading knowledge of Japanese is an indispensable research tool for advanced work in Chinese studies, the student of Chinese is faced with the task of "developing a facility in two of the most difficult written languages of the world."

With the goal of making this task as easy as possible, a course has been developed at Cornell University to teach written Japanese to students with a reading knowledge of Chinese. The course is based on the assumption that these students need only a passive command of the written language for library research, not audio-lingual training. The techniques of contrastive linguistic analysis are especially useful in training students for this skill. In the Cornell class, the first week is devoted to maximum exposure to pure kana writing, allowing the students to "go as far and as fast as possible." In the second week, mixed kana-character texts are introduced, gradually increasing in difficulty. The students are not asked to provide exact English translations but rather to visualize English words in the Japanese sentence order. The class moves as fast as the students can absorb the material; they begin to read actual newspaper and scholarly articles at the middle of the second semester. By the end of the course the student should be able to proceed on his own. The texts used in the course are discussed and evaluated in this article. (JD)

ED 030 867

AL 001 978

Lee, Pao-Ch'en

Dialectal Tolerance in Language Learning.

Pub Date Feb 69

Note—4p.; Paper delivered at the annual meeting of the Chinese Language Teachers Association, New York City, December 28, 1968.

Available from—Professor James Dew, Department of Far Eastern Languages and Literatures, University of Michigan, Ann Arbor, Michigan 48100 (Single issues \$1.00 by check or money order).

Journal Cit—Journal of the Chinese Language Teachers Association; v4 p1 p16-19 Feb 1969

Document Not Available from EDRS.

Descriptors—Cantonese, *Chinese, Dialect Studies, *Language Instruction, *Mandarin Chinese, Pronunciation, Recognition, *Regional Dialects, Standard Spoken Usage, *Tape Recordings

Identifiers—Hakka Dialect, Manchurian, Min Dialect, Wu Dialect, Yueh Dialect

The author has recorded, in Taiwan and the U.S., a short selection as spoken by some thirty speakers of various Chinese dialects. The object of this hour-long tape recording is to expose students of Chinese to the actual speech patterns they will encounter after their classroom training in standard Chinese-Mandarin. The tape script is given in this article and the tape itself may be ordered from Professor Pao-Ch'en Lee, Chairman, Chinese and Oriental Studies, The University of Iowa, Iowa City, Iowa 52240. Orders should include: a seven-inch 1500-foot blank tape, a \$0.50 service fee, and a self-addressed and stamped (\$0.12 stamp) envelope. (JD)

ED 030 868

AL 001 990

Harms, L.S.

Social Dialect and Speech Communication Proficiency.

Pub Date 67

Note—5p.; Speech delivered at the 10th International Congress of Linguists, Bucharest, Romania, August 28-September 3, 1967.

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Evaluation Techniques, Nonstandard Dialects, Oral Communication, Oral Expression, *Speech Evaluation, *Speech Tests, Standard Spoken Usage, *Verbal Communication

In Hawaii today, many persons find it a disadvantage to speak only the social dialect of their home speech communities. For those young adults who enter a University, the problem may be especially acute. The Speech Communication Center of the University of Hawaii is developing a measure of speech-communication proficiency that predicts the reaction of trained judges. Most importantly, it is engaged in a training program designed to enable those young adults who wish to modify social dialects to be able to do so at a reasonable cost. This paper constitutes a progress report: it describes the tutorial program presently used. (DO)

ED 030 869

24

AL 001 991

Poltz, Robert L. Bartley, Diana E.

Standard English and Nonstandard Dialects: Phonology and Morphology.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—RDM-46

Bureau No.—BR-5-0252

Pub Date Jun 69

Contract—OEC-6-10-078

Note—47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—Adjectives, Consonants, *Contrastive Linguistics, English, Interference (Language Learning), *Morphology (Languages), Negro Dialects, Nominals, *Nonstandard Dialects, *Phonology, Spanish Speaking, Standard Spoken Usage, Teacher Education, Teacher Improvement, *Tens, Verbs, Vowels

This memorandum is a systematic listing and description of the salient features of English phonology and morphology, accompanied by a listing of parallel features in nonstandard dialects that account for the difficulties the speakers of nonstandard speech experience in the acquisition of standard English. The dialects considered are English as spoken in Negro subcultures and the dialect associated with a Spanish (Mexican) substratum. The information concerning Negro speech is based on various linguistic publications cited in the memorandum. The description of interference associated with a Spanish substratum is primarily inferred from a comparison of English and Spanish structure. This memorandum will be useful in training teachers of standard English as a second dialect as well as to actual practitioners in that field. The authors welcome comments, criticism, and specific suggestions concerning the language problems of speakers of nonstandard dialects and the interference with the acquisition of standard speech. A revised version is to become part of a "Syllabus for the Training of Teachers of Standard English as a Second Dialect," a project carried out within the Teaching the Disadvantaged program of the Stanford Center for Research and Development in Teaching. (Author/DO)

ED 030 870

AL 001 993

Evans, Arthur, Jr.

PAL—A Language Designed for Teaching Programming Linguistics.

Massachusetts Inst. of Tech., Cambridge.

Spons Agency—Office of Naval Research, Washington, D.C.

Pub Date 68

Note—9p.; Report published in the Proceedings of the 23rd National Conference of the Association for Computing Machinery, Las Vegas, August, 1968.

Available from—Clearinghouse for Federal Scientific & Technical Information, Springfield, Va. 22151 (AD-677 862, MF \$0.65, HC \$3.00) Prepayment requested.

Document Not Available from EDRS.

Descriptors—Algorithms, *Computational Linguistics, Computer Oriented Programs, *Computer Programs, *Computer Science Education, *Programming, Semantics, Syntax, Training Techniques

Identifiers—*PAL Programming Language

This paper describes PAL—a new computer language. It is used as a pedagogical vehicle in an undergraduate subject called "Programming Linguistics." This subject is designed primarily for sophomores who anticipate a major professional interest in computer science and has two objectives. The first is to study linguistic constructs for the specification of algorithms, and students are expected to learn some of the interesting and important intellectual ideas which are relevant to programming languages. (Examples of such ideas are the application of a new function to arguments, the "creation" of new variables and allocation of their storage, the updating of the value associated with a variable, etc.) PAL was designed to reveal clearly these various intellectual ideas with a minimum of syntactic decoration and a maximum of semantic clarity. The second objective of the subject is that the students improve their proficiency in computer programming. PAL is an adequately clean and powerful programming language that can readily be used by the students to perform fairly complex programming exercises as homework. (Author/DO)

ED 030 871

AL 001 994

Osgood, Charles E.

Interpersonal Verbs and Interpersonal Behavior.

Illinois Univ., Urbana. Group Effectiveness Research Lab.

Spons Agency—Office of Naval Research, Washington, D.C. Advanced Research Projects Agency.

Report No.—NR-177-472; TR-64

Pub Date Nov 68

Note—193p.

Available from—Clearinghouse for Federal Scientific & Technical Information, Springfield, Va. 22151 (AD-679 579, MF \$0.65, HC \$3.00) Prepayment requested.

Document Not Available from EDRS.

Descriptors—American English, Behavior Patterns, *Cross Cultural Studies, Cultural Differences, Interaction, *Interpersonal Relationship, Japanese, Pronouns, *Semantics, Thai, *Verbal Communication, *Verbs

Identifiers—*Interpersonal Verbs, Semantic Interaction Technique

This report provides a summary of the research to date on the semantics of interpersonal verbs and the applications of the information obtained to cross-cultural studies of interpersonal norms and behaviors. A theory of interpersonal perception and behavior in relation to the meanings of interpersonal verbs in the language is presented. Intuitive and empirical approaches to the discovery of semantic features are contrasted. The potential powers and limitations of empirical methods are illustrated by a review of the semantic differential technique. A new empirical approach, called semantic interaction technique (essentially, using the rules of usage of words in a syntactic combination as the basis for inferring the semantic features of the words thus combined) is described, along with a preliminary theory of the dynamics of semantic interaction. Several cross-cultural, cross-linguistic studies are reported, including a comparison of Japanese with American English interpersonal-verb/adverb intersection results; a study of the features of Thai interpersonal pronouns; and a comparison of a new form of Role Differential among Japanese in Japan, Hawaiians of Japanese ancestry, and American English speakers in Illinois. (Author/DO)

ED 030 872

AL 001 999

Das Gupta, A.K., Ed. And Others

Indian Educational Materials; Annotated Quarterly Bibliography, Vol 3 No 1: September 1968.

Indian National Scientific Documentation Centre, Delhi; National Science Foundation, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-69-53002-1

Pub Date Sep 68

Note—103p.

Available from—Clearinghouse for Federal Scientific & Technical Information, Springfield, Va. 22151 (TT-69-53002/1, MF \$0.65, HC \$3.00) Prepayment requested.

Document Not Available from EDRS.

Descriptors—Academic Achievement, Adult Education, *Annotated Bibliographies, Culturally Disadvantaged, Educational Psychology, Educational Research, Educational Sociology, Elementary Education, Evaluation, General Education, Higher Education, History, Literacy, Rural Education, Teaching Methods, Testing

Identifiers—Brain Drain, *India

The 155 abstracts contained in this annotated bibliography cover the period from July to September 1968 and include the following categories: Academic Achievement; Administration and Organization; Adult and Basic Education; Brain Drain; CASTASIA; Correspondence and Other Courses of Study; Curriculum; Education (Economics, Elementary, Higher, Moral, Rural, Science, Teacher, Vocational and Technical); Educational Psychology, Research, and Sociology; Examination and Evaluation; Finance; Guidance and Counseling; Health Care; History; Language Problems; Literacy; Policy and Planning; School Forms; Scientific Research; Student Indiscipline and Problems; Teacher Organizations and Methods; Teachers; Tests and Measurements; and Wastage and Stagnation. A special section on Education of the Backward Classes containing 37 abstracts is appended. Also listed are the periodicals and newspaper sources with volume and issue numbers indicated. All entries and abstracts appear in English only. See related documents ED 016 168 and ED 025 973. (AMM)

ED 030 873

AL 002 001

Pontes, Eunice

Estrutura do Verbo no Português Coloquial (Verb Structure in Colloquial Portuguese).

Pub Date [69]

Note—147p.; Revised version of M.A. Thesis, University of Brasília, June 1965, entitled "Sistema Flexional do Verbo Português". Available from—Author, Rua Paulo Afonso 257, Belo Horizonte, Minas Gerais, Brazil (U.S. \$3.00).

EDRS Price MF-\$0.75 HC-\$7.45

Descriptors—Linguistic Patterns, *Morphology (Languages), Morphophonemics, *Phonology, *Portuguese, *Standard Spoken Usage, Structural Analysis, Structural Grammar, Structural Linguistics, Suffixes, *Verbs
Identifiers—Brazilian Portuguese, Rio De Janeiro Dialect

In this study the author uses the techniques of modern descriptive linguistics to analyze various features of the Portuguese verb system. The analysis is based on the colloquial, spontaneous speech of educated natives of Rio de Janeiro and is divided into four chapters: Phonology (pp. 6-29), Morphophonemics (pp. 30-49), Morphology (pp. 50-86), and Verbal Categories (pp. 87-132). The first two chapters provide the background for the chapter on morphology, the nucleus of the paper. In her phonological description the author eliminates two phonemes ("lh" and "nh") which occur in earlier analyses (M. Lemle and Mattoso Camera) and presents a new interpretation of certain other features. The chapter on morphophonemics establishes morphophonemes reflecting phonological conditioning of several alternative verb forms, thus simplifying the morphological description. The final chapters describe in detail the verb flexional system and present a classification of verbs according to their grade of irregularity. Verbal categories of mood, time, aspect, person, and number are expressed as a function of the system of categorical oppositions. Since a morpheme may represent more than one category, cases of neutralization are frequent in which one or the other category is null. Cumulative morphemes are postulated when necessary. (JD)

ED 030 874

AL 002 002

Chen, Janey

Cantonese for Foreign Children.

Pub Date 68

Note—26p.

Available from—J.C. Publications, 4 Derby Road, 1st Floor, Kowloon Tong, Hong Kong.

Document Not Available from EDRS.

Descriptors—*Cantonese, Chinese Culture, *Elementary Grades, *Flies Materials, *Instructional Materials, *Language Instruction, Pattern Drills (Language), Vocabulary, Writing

Identifiers—Yale Romanization

This text in beginning Cantonese is designed especially for children. Each lesson begins with a listing of new vocabulary, followed by the introduction of two simple Chinese characters and a step-by-step illustration of the strokes. Basic sentence patterns are introduced in simple substitution drills using the new vocabulary. The tenth, and final, lesson consists of a conversational dialog, a song ("Jesus Loves the Little Children"), and a review of the sentence patterns and the 20 characters introduced in the text. All Cantonese appears in Yale romanization, with English equivalents. The Chinese characters for the numbers 1-10, the names of the months, and the words of the song are also given. (AMM)

ED 030 875

AL 002 003

Chen, Janey

Conversation Drills in Everyday Cantonese.

Pub Date Mar 69

Note—82p.

Available from—J.C. Publications, 4 Derby Road, 1st Floor, Kowloon Tong, Hong Kong (U.S. \$2.00).

Document Not Available from EDRS.

Descriptors—Audiovisual Methods, *Cantonese, Chinese Culture, Grammar, *Instructional Materials, *Language Instruction, Pattern Drills (Language), Pronunciation, Standard Spoken Usage, Tape Recordings, Tone Languages, Writing

Identifiers—Yale Romanization

This text is the second of a series being especially prepared for use in the Hong Kong International School. (See related document AL 002

002.) Its suggested users also include tourists and "the serious foreign students of Cantonese." Each lesson is designed for two to three contact hours with an instructor, plus an equal amount of individual study. The lesson materials are comprised of the following: (1) conversational dialogs, (2) new vocabulary, (3) sentence pattern drills, (4) translation exercises, and (5) Chinese characters. All Cantonese appears in Yale romanization. A description of the sounds and tones of Cantonese is included in the introductory section. Three tapes, published by the same publisher, accompany the text. (AMM)

ED 030 876

AL 002 012

Paulston, Christina Bratt

Las Escuelas Bilingües: The Peruvian Experience (Bilingual Schools: The Peruvian Experience).

Pub Date 7 Mar 69

Note—14p.; Paper presented at the Third Annual TESOL Convention, Chicago, Illinois, March, 1969.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—American Indian Culture, *American Indians, *Bilingual Education, *Bilingual Schools, Cultural Differences, Cultural Pluralism, *English (Second Language), Latin American Culture, Non English Speaking, Quechua, Religious Education, Religious Organizations, *Rural Schools, Social Class, Sociocultural Patterns, Spanish, Subculture

Identifiers—Peru, Summer Institute Of Linguistics

The Summer Institute of Linguistics runs several bilingual schools in the Andean and Amazonian regions of Peru. These are the only public bilingual schools in the country serving the Indian population, a majority of whom do not speak Spanish as their first language. Although public education is now available to some 80 percent of all children, the school completion rates in rural, monolingual-Spanish schools are less than ten percent. In the Summer Institute of Linguistics schools, the teacher is always bilingual and of the same tribe or region. Typically, the student first learns to read in his native language while studying Spanish orally. After learning to read Spanish as well, the student transfers to the second grade of a monolingual-Spanish school. Evaluation of the efficiency of bilingual schools depends on the criteria used (religious, political, social) and the evaluators (missionaries, government officials, teachers). Objective evaluation is also hampered by the lack of local or national statistics. Preliminary findings based on the achievement of children from bilingual schools transferring to monolingual schools indicates that they have a higher rate of achievement. The author concludes that foreign language learning and second language learning may be much more dissimilar psychological experiences than we have previously supposed them to be. Further interdisciplinary research and cooperation is essential. (JD)

ED 030 877

AL 002 013

Smith Riley B.

Interrelatedness of Certain Deviant Grammatical Structures in Negro Nonstandard Dialects.

Pub Date Mar 69

Note—7p.; Revised version of a paper read at the annual meeting of the American Dialect Society, December 28, 1968, New York City. Available from—Journal of English Linguistics, Western Washington State College, Bellingham, Washington 98225 (\$3.00 single issue).

Document Not Available from EDRS.

Descriptors—*Contrastive Linguistics, Deep Structure, Dialect Studies, *Grammar, *Negro Dialects, *Nonstandard Dialects, Pronouns, Sentence Structure, Surface Structure, Syntax, *Tense, Transformation Generative Grammar

Identifiers—*Ambiguity

The phenomenon of "cross-code ambiguity" is offered as one explanation of the persistence of such Negro Nonstandard English (NNE) sentences as "The man he did it." In NNE the string "The man did it" is felt to be ambiguous, referring to either "The man who did it..." or, as in Standard English (SE), "The man did it." The use here of the pleonastic subject pronoun "he" removes the ambiguity by marking the non-relativization of the following verb phrases, a function stabilized by the regular deletion of the relative pronoun in this dialect. This process is analogous to the process in SE whereby the ambiguous string "I see the men do it" (either "I see they do it" or "I see them do it") is made unam-

biguous by using or deleting the clause marker "that" ("I see that the men do it"). Similarly, "It was a man under the bed" is ambiguous in NNE, reflecting the SE equivalents "There was a man under the bed" and "It was a man under the bed (who... VP)." It is important, therefore, for English teachers to realize that some of their cross-dialect communication problems with the NNE speakers are due to ignorance of ambiguous structures in the unfamiliar dialect. (JD)

ED 030 878

AL 002 016

Gleason, H. A., Jr.

The Relevance of Linguistics?

Pub Date Jun 69

Note—7p.; Paper presented at the Ontario Council of Teachers of English Convention, Toronto, March 17, 1969.

Available from—Canadian Council of Teachers of English, Miss Jennie Wilson, Secretary-Treasurer, 441 Covert St., Oromocto, New Brunswick, Canada (\$2.00 single copy, \$5.00 annual membership includes subscription).

Journal Cit—The English Quarterly; v2 n2 p7-13 Jun 69

Document Not Available from EDRS.

Descriptors—Educational Change, *English Curriculum, *Grammar, Language Instruction, Language Patterns, Linguistic Patterns, *Linguistics, Teaching Methods, *Traditional Grammar

One of the central and defining features of man is language; there can be no deep understanding of man without some understanding of language. Linguistics is the "orderly examination of language in terms appropriate to itself." The central task of linguistics is grammar, the study of the patterning that brings together sounds or symbols with meanings. Such notions as "grammar is a simple closed system," "there are no open questions," or "grammar is simply an unorganized set of rules from which a curriculum planner can choose at will what he will teach" form a mould into which any kind of grammar can be forced. The same stultifying anti-intellectualism that has ruined traditional grammar is at work on its competitors. The best of the new "linguistic textbooks" can be used profitably; the worst are menaces. But ultimately it is not the textbook that counts. The students must be helped to look deeply at language, learn what to look for, and how to interpret what they find. Above all, they must look on language as patternings, interrelated, interacting, and intricate. Disciplined attention to language should begin near the start of schooling with children who are in, or have just emerged from, their greatest adventure with language—the learning of their mother tongue. (AMM)

ED 030 879

AL 002 017

McKenzie, Keith S.

Language: The Great Barrier.

Pub Date Jun 69

Note—6p.

Available from—Canadian Council of Teachers of English, Miss Jennie Wilson, Secretary-Treasurer, 441 Covert St., Oromocto, New Brunswick, Canada (\$2.00 single copy, \$5.00 annual membership includes subscription).
Journal Cit—The English Quarterly; v2 n2 p37-42 Jun 1969

Document Not Available from EDRS.

Descriptors—Acculturation, American Indian Culture, *American Indians, Biculturalism, *Bilingual Education, Culture Conflict, *Disadvantaged Youth, *English (Second Language), *Language Handicaps, National Programs, Program Evaluation

Identifiers—*Canada

The author comments on the lack of sufficient interest in the education of Indians and Eskimos in Canada. Although he feels that the process of the acculturation of the Indian into white society is "ongoing, irreversible, and destined to continue no matter what anyone desires," it is "neither the task nor the prerogative of the dominant society to force its value systems upon the minority groups." The minority groups should be able to function affectively within the context of the larger society without being forced to abandon their own cultural identity. According to the Department of Indian Affairs of Canada, almost 60 percent of the Indian children entering schools in Canada lack fluency in English. The remaining 40 percent are generally below the white school beginners. The Indian children have a higher

medial age in every grade, a clustering of pupils in the lower grades, and a "marked thinning out" in the higher grades. Educators seem to agree that lack of competency in English is the main problem. From programs underway in the United States, two significant and relevant facts emerge: (1) it has been established that Indian children will benefit from pre-school language instruction; and (2) an aural-oral linguistic program presented in a sequential fashion from kindergarten to Grade 6 can provide competence in English necessary for greater academic success. (AMM)

ED 030 880 AL 002 019

Nadler, Harvey

Criteria for the Selection of ESOL Materials.

Pub Date Mar 69

Note—14p.; Paper presented at the Third Annual TESOL Convention, Chicago, Illinois, March 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*English, (Second Language), *Evaluation Criteria, Grammar, Instructional Materials, Language Learning Levels, Language Proficiency, Language Skills, Pattern Drills (Language), Pronunciation Instruction, Reading Materials, *Textbook Evaluation, Vocabulary

The author discusses the criteria to be considered in evaluating textbooks for classes of English for Speakers of Other Languages (ESOL). They are: (1) the age and proficiency level of the students; (2) the amount of time allotted for ESOL classes; (3) the treatment of the four language skills and all subject areas; (4) gradation and presentation of grammar, vocabulary and reading, pronunciation, and visual aids; and (5) the amount of practice drills provided. He warns that "the textbook that deals with form, syntax, and function without treating meaning fails both the student and the teacher." He concludes that any textbook is only as good as the teacher using it. (DO)

ED 030 881 AL 002 029

Arabic Songs.

Defense Language Institute, Washington, D.C.

Pub Date Nov 59

Note—49p.

Available from—Inspection copy available at the ERIC Clearinghouse for Linguistics, Center for Applied Linguistics, 1717 Mass. Ave., NW, Washington, D.C. 20036

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Arabic, Glossaries, *Music, *Supplementary Textbooks

This collection of 10 songs was prepared as supplementary material for the Defense Language Institute's basic course in Modern Standard Arabic. The songs appear in Arabic script with special vocabulary items glossed in English. The lyrics also appear in transliteration at the end of the text. Musical scores accompany some of the selections. [Not available in hard copy due to marginal legibility of original document.] (AMM)

ED 030 882 AL 002 030

Chinese-Mandarin; Chinese Character Exercise Book.

Defense Language Institute, Washington, D.C.

Pub Date Jul 68

Note—148p.

Available from—Inspection copy available at the ERIC Clearinghouse for Linguistics, Center for Applied Linguistics, 1717 Mass. Ave. NW, Washington, D.C. 20036.

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Handwriting Instruction, Handwriting Materials, *Instructional Materials, Language Instruction, *Mandarin Chinese, *Writing, *Writing Exercises

This writing exercise book, designed to accompany the Defense Language Institute's Chinese-Mandarin Basic Course, consists of step-by-step illustrations for copying 825 characters in the Chinese writing system. [Not available in hard copy due to marginal legibility of original document.] (AMM)

ED 030 883 48 AL 002 031

Longacre, Robert E.

Discourse, Paragraph, and Sentence Structure in Selected Philippine Languages. Final Report.

Volume I, Discourse and Paragraph Structure.

Summer Inst. of Linguistics, Santa Ana, Calif.

Spons Agency—Office of Education (DHEW).

Washington, D.C. Inst. of International Studies.

Bureau No—BR-6-2838

Pub Date Dec 68

Contract—OEC-0-8-062838-0391

Note—254p.

Available from—The Summer Institute of Linguistics, P.O. Box 1960, Santa Ana, Calif. 92702.

EDRS Price MF-\$1.00 HC-\$12.80

Descriptors—Connected Discourse, *Discourse Analysis, Linguistic Patterns, *Malayo Polynesian Languages, *Paragraphs, Sentence Structure, Structural Analysis, *Tagmemic Analysis Identifiers—*Philippines

Twenty-five Philippine languages and dialects were studied to determine the manner in which words, clauses, sounds, and sentences group together to make up units larger than the sentence. Data obtained were analyzed according to tagmemic theory. The introduction to this volume (see also AL 002 032 and AL 002 033) gives a brief orientation to the concepts and terminology of tagmemics. Four points are emphasized: (1) trimodal structuring, (2) pattern and function, (3) hierarchy, and (4) system. Three parts comprise the majority of the document. Part 1 discusses discourse structure; Part 2 deals with paragraph structure. The third part presents the grammar and lexicon in Dibatawon procedural narrative discourse. Illustrative data are given mostly in the form of summary and sampling in English translation. (DO)

ED 030 884 48 AL 002 032

Longacre, Robert E.

Discourse, Paragraph, and Sentence Structure in Selected Philippine Languages. Final Report. Volume II, Sentence Structure.

Summer Inst. of Linguistics, Santa Ana, Calif.

Spons Agency—Office of Education (DHEW).

Washington, D.C. Inst. of International Studies.

Bureau No—BR-6-2838

Pub Date Dec 68

Contract—OEC-0-8-062838-0391

Note—236p.

Available from—The Summer Institute of Linguistics, P.O. Box 1960, Santa Ana, Calif. 92702.

EDRS Price MF-\$1.00 HC-\$11.90

Descriptors—Connected Discourse, Linguistic Theory, *Malayo Polynesian Languages, *Sentences, *Sentence Structure, Structural Analysis, *Tagmemic Analysis Identifiers—*Philippines

Volume II of "Discourse, Paragraph, and Sentence Structure in Selected Philippine Languages" begins with an explanation of certain assumptions and postulates regarding sentence structure. A detailed treatment of systems of sentence structure and the parameters of such systems follows. Data in the various indigenous languages are regularly presented to illustrate the various sentence types; but for an understanding of the context of the sentence in discourse, Volume III (AL 002 033) of the report must be consulted. See also AL 002 032. (DO)

ED 030 885 48 AL 002 033

Longacre, Robert E.

Discourse, Paragraph, and Sentence Structure in Selected Philippine Languages. Final Report.

Volume III, Text Material.

Summer Inst. of Linguistics, Santa Ana, Calif.

Spons Agency—Office of Education (DHEW).

Washington, D.C. Inst. of International Studies.

Bureau No—BR-6-2838

Pub Date May 69

Contract—OEC-0-8-062838-0391

Note—332p.

Available from—The Summer Institute of Linguistics, P.O. Box 1960, Santa Ana, Calif. 92702.

EDRS Price MF-\$1.25 HC-\$16.70

Descriptors—*Connected Discourse, Field Studies, *Malayo Polynesian Languages, Structural Analysis, *Tagmemic Analysis Identifiers—*Philippines

The purpose of this volume is to provide analyzed samples of discourses of various genre in some of the languages studied in the project. (For Volumes I and II, see AL 002 031 and AL 002 032.) Many of the discourses cited in Volume I are given in this volume. A representative selection of the paragraphs which are given in English translation in Volume I also occurs in the discourses here reproduced. Furthermore, some of the texts identify the sentence types of

the constituent sentences of the discourses. This makes it possible to see the sentence types in context. Finally, the role of conjunctives and connecting particles is well illustrated. This volume of text divides naturally into three parts: (1) from Luzon (Bontoc, Itnet, and Botalan Sambal text material); (2) Mindanao exclusive of Manobo (Sarangani, Bilaan, Tagabill, and Mansaka); and (3) Manobo (Ilianan Manobo and Dibatawon texts). (Author/DO)

ED 030 886 AL 002 034

Modern Standard Arabic Basic Course.

Defense Language Institute, Washington, D.C.

Pub Date Jul 66

Note—2,412p.; 9vols.

Available from—Inspection copies available at the ERIC Clearinghouse for Linguistics, Center for Applied Linguistics, 1717 Mass. Ave. NW, Washington, D.C. 20036.

EDRS Price MF-\$8.75 HC Not Available from EDRS.

Descriptors—*Arabic, *Audiolingual Methods, Cultural Context, History, Illustrations, *Instructional Materials, *Intensive Language Courses, *Language Instruction, Military Training, Standard Spoken Usage, Word Lists, *Writing

These instructional materials in Modern Standard Arabic, contained in nine volumes of 120 lesson units, were developed at the Defense Language Institute for classroom use with native-speaker instructors employing audiolingual methodology. The course is designed to train native English language speakers to Level 3 proficiency in comprehension and speaking, and Level 2 proficiency in reading and writing Arabic. (Native-speaker level is 5.) Phonology and orthography are introduced simultaneously in the first volume. The final volume (Volume 9) is a cumulative indexed English-Arabic, Arabic-English Word List. See AL 002 037 for the Minimum Military Vocabulary book supplementary to Basic Course. [Not available in hard copy due to marginal legibility of the original documents.] (AMM)

ED 030 887 AL 002 036

Chinese-English Technical Dictionaries. Volume 1,

Aviation and Space.

Library of Congress, Washington, D.C.

Aerospace Technology Div.

Pub Date Jan 69

Note—706p.

Available from—Clearinghouse for Federal Technical and Scientific Information, Springfield, Va. 22151 (Order no. AD 681 397, MF-\$0.65, HC-\$3.00, prepayment requested).

Document Not Available from EDRS.

Descriptors—*Aerospace Technology, *Astronomy, Aviation Vocabulary, *Chinese, *Dictionaries, Reference Materials, Romanization, Technical Writing, *Word Lists Identifiers—Mainland China, Pinyin Romanization

The present dictionary is the first of a series of Chinese-English technical dictionaries under preparation by the Aerospace Technology Division of the Library of Congress. The purpose of the series is to provide rapid reference tools for translators, abstractors, and research analysts concerned with scientific and technical materials published in Mainland China. This first volume contains over 12,400 terms selected from sources published in Mainland China; a revised and enlarged version will be published with more than 20,000 terms. The terms included relate not only to aeronautical engineering, general aviation, rocket engines, astronautics, etc., but incorporate vocabulary from the basic sciences and auxiliary technologies closely associated with aviation and space as well (i.e., telecommunications, metallurgy, welding, and aircraft construction). The special features of this dictionary are Mainland Chinese practice in regard to: (1) terminology, (2) style of characters, and (3) complete alphabetic lookup by means of the "pinyin" spelling. Other subject areas in the series will cover nuclear physics, automation and computer technology, electrical and mechanical engineering, surveying, mapping and meteorology, telecommunications, electronics, and rocketry. (Author/JD)

ED 030 888 AL 002 037

Arabic (Modern Standard) Basic Course;

Minimum Military Vocabulary.

Defense Language Institute, Washington, D.C.

Pub Date Apr 67

Note—27p.

Available from—Inspection copy available at the ERIC Clearinghouse for Linguistics, Center for Applied Linguistics, 1717 Mass. Ave. NW, Washington, D.C. 20036.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Arabic, *Instructional Materials, Language Instruction, *Military Training, *Supplementary Textbooks, *Vocabulary

This English-Arabic listing of approximately 500 military terms was prepared as supplementary material for the Defense Language Institute's basic course in Modern Standard Arabic (AL 002 034). [Not available in hard copy due to marginal legibility of the original document.] (AMM)

ED 030 889

CG 003 132

Lee, Gerald R.

Operant Conditioning of Within-Interview Verbal Behavior of Counselors-In-Training.

American Psychological Association, Washington, D.C.

Pub Date Sep 68

Note—14p.; Paper was presented at the American Psychological Association Convention, San Francisco, California, August 30-September 3, 1968.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Behavioral Science Research, *Counseling, *Counselor Training, Experimental Psychology, Interviews, *Operant Conditioning, *Reinforcement, Verbal Communication

This study was designed to answer two major questions: (1) whether or not operant conditioning procedures supplemented by treatments drawn from other areas of experimental psychology could produce changes in counselor interview behavior, and (2) how much change resulted from response specific reinforcement and how much from other factors. Three counselor-subjects were assigned to a contingent reinforcement treatment, and three to a noncontingent reinforcement treatment. An A-B-A "own control" design was employed with some modification. In the operant level phase, each counselor subject conducted a 45 minute interview without reinforcement or instructions. A two-part acquisition phase was used: (1) vicarious reinforcement in which the experimenter, sitting with the counselor subject, signalled to a counselor confederate when he emitted approved responses and later asked the subjects to emulate the confederate's behavior, and (2) three direct reinforcement interviews in which approved counselor subject behaviors were reinforced. Contingent, noncontingent, and vicarious reinforcement affected changes in total response frequency and in frequency rate of target cells when accompanied by attempts to maximize expectancy effects and experimenter effects. (PS)

ED 030 890

CG 003 150

Witmer, J. Melvin

The Teacher's Guidance Role and Functions as Reported by Elementary Teachers.

American Personnel and Guidance Association, Washington, D.C.

Pub Date Apr 68

Note—14p.; Paper was presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, April 1968.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Elementary Schools, *Elementary School Teachers, *Guidance Functions, *Guidance Personnel, Guidance Programs, Rating Scales, Research, *Teacher Attitudes, *Teacher Guidance, Teachers

Teachers (556) in the elementary schools of Florida completed a Likert-type rating scale containing 65 items related to guidance practices, and 15 related to guidance principles. The guidance function was perceived as a major responsibility of the classroom teacher. Major guidance functions used by the teachers are listed. The practices having the greatest value for these teachers include: (1) using cumulative record information, (2) identifying exceptional children, (3) helping children explore the world of work, (4) helping children with learning and adjustment problems, (5) helping to develop special interests and aptitudes, (6) taking care of physical deficiencies, and (7) helping pupils examine their attitudes and feelings toward themselves. The elementary teachers recognized the need for additional guidance services, and ac-

cepted the idea of a guidance specialist. The role of this specialist is developed in relation to those areas in which teachers felt assistance was needed. (PS)

ED 030 891

CG 003 157

Sarles, Harvey B.

Alternative Therapeutic Strategies With the Urban Negro.

American Psychological Association, Washington, D.C.

Pub Date 1 Sep 68

Note—11p.; Paper was presented at the American Psychological Association Convention, San Francisco, California, August 30-September 3, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Group Behavior, *Group Unity, Negro Culture, *Negroes, Self Concept, *Therapists, *Urban Environment

Social pressures in the United States are explained in the context of group identification and group behavior. The urban scene is made up of a number of groups, or subcultures, which have parallel structures along socio-economic, and nationality-color-ethnic lines. These groups act as if they had a structured plan. It is shown how this plan is formulated, maintained, and passed on. An analysis of the Negroes as a group emphasizes their lack of deep feelings as being members of a Black group. They had defined an essential part of their beings in terms of what they are not. Militancy results because Black is not merely being non-white and such a position splinters the possibility of in group feelings. The difficulties of therapy with a member of this group are discussed in terms of this analysis. (PS)

ED 030 892

CG 003 730

Hawkes, Thomas H. Koff, Robert H.

Social Class Differences in Anxiety of Elementary School Children.

American Educational Research Association, Washington, D.C.; Chicago Univ., Ill. Dept. of Education.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Feb 69

Note—16p.; Paper was presented at the American Educational Research Association Convention, Los Angeles, California, February 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Anxiety, *Elementary School Students, Psychological Characteristics, Psychological Testing, *Social Class, *Social Differences, Student Characteristics

This paper presents normative data and a content item analysis of a general anxiety scale composed of items from the Children's Manifest Anxiety Scale (CMAS) and the General Anxiety Scale for Children (GASC). This scale was developed to provide a cross cultural comparison measure of some characteristics of mental health and a comparison of similar research results. The scale was given to two groups of children, 249 fifth and sixth grade students in an inner-city school serving mostly lower class Negro students, and 211 fifth and sixth grade students in a large urban university laboratory school. Significant statistical differences were found by school (representing social class), sex, and grade. Because the social class difference was considered socially significant, findings were discussed in terms of differences in content of anxiety, and speculations were made about the practical implications of the normative basis for determining maladjustment. (Author/BP)

ED 030 893

CG 003 748

Joseph, Michael P. And Others

The Minneapolis Work Opportunity Center; A Summary of Activity and Research for the Period May, 1966 to June, 1968.

Minneapolis Public Schools, Minn. Work Opportunity Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 68

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—Educational Environment, *Educational Experiments, *Educationally Disadvantaged, Educational Objectives, *Educational Opportunities, Educational Practice, Educational Programs, Terminal Education, *Urban Education, *Vocational Education

This is a summary of the activities conducted at the Minneapolis Work Opportunity Center during the period of May 1966 through June 1968, during which time the staff worked to give fresh starts to emotionally disillusioned youth. The objective was behavior modification. The goal for students was to find new insights into their role in society; and for the staff to find new ways to contact and assist in modifying old patterns of behavior. The emphasis in this report is on phases of the center's program which differentiate it from the offerings and techniques commonly found in the conventional schools. A description of the students involved is given. The curriculum is discussed along with a description of the counseling and guidance techniques, services of the school, orientation, costs, and studies pertaining to students withdrawing from the center. Observations prove that this center has had a positive effect upon those participating in its program as many have finished school, changed attitudes and taken jobs. (Author/GG)

ED 030 894

CG 003 950

Forsberg, Ed

Operational Gaming for Vocational Awareness: A Survey.

Bartlesville Public Schools, Okla.; Oklahoma State Univ., Stillwater. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TGISS-TM-4

Pub Date [69]

Grant—OEG-7-8-005685-0030-056

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Decision Making, *Games, *Game Theory, Models, *Occupational Guidance, Operations Research, Problem Solving, *Simulation, Vocational Counseling

Operational gaming is a kind of decision simulation where the players make decisions within the framework of a simulated operating system. For the game to have value in developing vocational awareness, the decision-making exercise should be structured around a model of real life vocational decisions. The gaming experience aims toward helping the player clarify his own values pertinent to the real world of work and to conceptualize kinds of decisions to be made. The elements of the game are players, goals, rules, and choices. The relationship between the elements and the sequencing of decisions are depicted by the model. The extent of the model (basic structure) depends on how much realism should be built in. Gaming by itself does not yield a maximum benefit but should be part of a total program which includes readings, lectures, the games, and critiques. (Author/KP)

ED 030 895

CG 003 951

Aceto, Thomas D.

Direct Action and the Democratic Process.

American Univ., Washington, D.C.; Eastern Regional Inst. for Education, Syracuse, N.Y.

Pub Date 31 Mar 69

Note—13p.; Paper was presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 31, 1969.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Adoption (Ideas), *Change Agents, Colleges, *College Students, Educational Innovation, Social Change, Student Behavior, *Student College Relationship, Student Problems, *University Administration

A study conducted at eleven midwestern universities investigated the appropriateness of direct action as a means of changing university policies. Interviewed subjects (six) voiced their opinions about student use of direct action tactics to initiate change in three broad areas: (1) academic issues, (2) personal and social conduct issues and, (3) freedom of expression issues. Results showed: (1) deans of students saw direct action tactics as never being appropriate, (3) student government presidents and newspaper editors saw such tactics as inappropriate for academic issues, somewhat appropriate for personal and social behavior issues and more appropriate for freedom of expression issues. The author supports the necessity for occasional power confrontations and conflicts to serve as a medium through which problems can be aired, solutions arrived at, and a "root for necessary change on campuses". Implications for the role of student personnel workers in this area are discussed. (LS)

ED 030 896

CG 003 959

Hammond, Clarence D. And Others
Caseload Feasibility in An Expanded Vocational Rehabilitation Program.
 Wisconsin Univ., Madison.
 Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Social and Rehabilitation Service.
 Pub Date 68
 Note—52p.

Available from—The University of Wisconsin, Rehabilitation Research Institute, Master Hall, 415 West Gilman Street, Madison, Wisconsin 53702 (Single Copies Free).

Document Not Available from EDRS.

Descriptors—Culturally Disadvantaged, *Handicapped, Mentally Handicapped, Multiply Handicapped, Physically Handicapped, *Rehabilitation, Rehabilitation Centers, *Rehabilitation Counseling, *Rehabilitation Programs, *Research Projects

Rehabilitation caseload feasibility in an expanded vocational rehabilitation program was the focus of this study. The general purpose was to investigate the possibility of expanding services to include a wider range of vocationally handicapped persons without lowering the feasibility level of the agency caseload. Two groups of clients received services: (1) Physically and mentally handicapped clients, and (2) culturally handicapped clients. 85 of these clients who had completed the program's Test Battery were selected at random for comparison with 85 medically-handicapped clients from a traditional Agency. Scales were developed to assess rehabilitation caseload feasibility. It was concluded that: (1) instruments to measure rehabilitation feasibility level can be constructed, (2) extending rehabilitation services to a larger proportion of the handicapped in a rural community does not decrease caseload feasibility, and (3) the vocationally handicapped clients have a higher level of case feasibility than traditional clients. The study implied that many handicapped persons have not been exposed to rehabilitation services but should be. There is a need to include subjects representing a more heterogeneous population in future research. (Author/EK)

ED 030 897

CG 003 961

Wilson, Kenneth M.
Black Students Entering CRC Colleges: Their Characteristics and Their First-Year Academic Performance. Research Memorandum 69-1.
 Vassar Coll., Poughkeepsie, N.Y.
 Pub Date 15 Apr 69

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—Academic Achievement, *Admission Criteria, *College Admission, *College Freshmen, College Students, Grade Prediction, Negro Achievement, *Negro Students, Research, *Student Characteristics

The College Research Center (CRC), a cooperative educational-research agency, investigated the progress of black students enrolled in liberal arts colleges (traditionally for women only). The study focused on (1) selected characteristics of Negro freshmen entering Member CRC Colleges, and (2) the correlational validity of standard admissions criteria for predicting first year grades. Results showed that Negro freshmen differ from white freshmen in several educationally relevant ways; in socioeconomic background, career orientations, perceived purposes of college, educational plans, attitudes, and in level of performance on standard admissions variables. It was also found that despite such differences, forecasts of freshmen year academic performance are likely to be at least as accurate for black students as for their classmates. Further research is necessary to examine Negro academic performance beyond the freshman level. It was also recommended that each CRC college carefully determine "...how 'different' it can permit some of its students to be, how many minority students it can take and how much it can assure their success." (Author/LS)

ED 030 898

CG 003 970

Implications of New Technology for Counselor Education.

American Personnel and Guidance Association, Washington, D.C. Association for Counselor Education and Supervision.

Pub Date Mar 69

Note—59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—*Computer Science, Counselor Attitudes, *Counselor Educators, *Counselor Training, Electronic Data Processing, Group Activities, *Innovation, Occupational Information, *Video Tape Recordings, Vocational Counseling

This report includes papers reviewing new technology and methodology currently being used in counselor education. It is the result of a survey of innovations in counselor education programs in all geographic regions. An overview of computer information systems as they relate to guidance and counseling is presented by Dr. William F. Moorhouse. Dr. James W. Rollings suggests criteria to be considered in the selection of a data conversion system and discusses several alternative systems. Dr. Donald Forrest summarizes various applications of video tape recording (VTR) equipment in counselor education programs. A list and description of basic VTR equipment is included. In discussing the implications of technology for vocational counseling, Dr. Henry Brito emphasizes the need for application to the dissemination of occupational information. Project VIEW in San Diego County, California, is described as one example of information processing for vocational counseling. Dr. Ethel Anderson discusses ways in which the individual counselor can relate his own behavior to the innovations reported. She also suggests group work as a new technology. (NS)

ED 030 899

CG 003 979

Daniels, Lincoln

The Prevention of Juvenile Delinquency.

Department of Health, Education, and Welfare, Washington, D.C. Social and Rehabilitation Service.

Pub Date 68

Note—18p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$30).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Bibliographies, *Delinquency, Delinquency Causes, *Delinquency Prevention, *Delinquent Behavior, *Delinquent Identification, Delinquent Role, Delinquents

This annotated bibliography covers the following aspects of juvenile delinquency: (1) theories about delinquent behavior, (2) identification of potential delinquents, (3) delinquent gangs, (4) various programs for the control and prevention of juvenile delinquents, and (5) an analysis of such programs. Sources included represent a selection of materials published since 1960. (LS)

ED 030 900

CG 003 981

Kapes, Jerome T.

Exploring the Use of the GATB With Ninth Grade Boys.

American Personnel and Guidance Association, Washington, D.C.; Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Pub Date 31 Mar 69

Note—19p.; Paper was presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 31, 1969.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Achievement, *Aptitude Tests, Education, Educational Research, Grade 9, Grades (Scholastic), Males, *Secondary School Students, *Technical Education, Vocational Aptitude, *Vocational Education, Vocational Schools

Identifiers—General Aptitude Test Battery (GATB)

The relationship between the nine General Aptitude Test Battery (GATB) aptitudes as well as the GATB composite and success in a vocational-technical curriculum as measured by shop grades is investigated. Two different samples were used and both consisted of 10th grade boys enrolled in Shop Courses in the Altoona, Pennsylvania Area Vocational Technical School. Data was analyzed by computing zero order correlations and then submitting these to multiple regression analysis using the technique of elimination of variables by parsimony. The following results were found: (1) correlations were high enough to warrant development of aptitude patterns for individual shops, (2) certain aptitudes over a short period of training appear to be fairly stable, (3) variability exists from one sample to another and from one occasion to another in the degree of relationship between aptitudes and training success, (4) cer-

tain aptitudes are more important than others for success in vocational training, and (5) raw score grades may be as useful as converted grades as a criterion of training success. An implication from this study suggests grouping according to common aptitudes required as determined through empirical evidence rather than grouping shops together. (Author/EK)

ED 030 901

CG 003 986

Markowitz, Max Kadis, Arya L.

Parental Interaction As A Determining Factor in Social Growth of the Individual in the Family.

Pub Date Aug 64

Note—19p.; Paper was presented at the First International Congress of Social Psychiatry, London, England, August 17-22, 1964.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Child Development, Family Counseling, Family Relationship, *Group Therapy, *Growth Patterns, Maturation, Milieu Therapy, *Parent Child Relationship, *Psychotherapy, Social Influences, Social Maturity, *Therapeutic Environment

Parental interaction is a prime determining factor in an individual's growth. Complementary relationships of the mother and father within the family: i.e., the bringing together of both the mothering attitude and the expectation of "growing up", contribute to the individual's maturation. Many analysts, realizing the importance of triadic relationships have moved away from a preoccupation with dyadic mother-child relationships in treatment to a broader focus on child and parental interactions. They see the patient as being triangularly related and recognize that the therapeutic relationship affects and is affected by the homeostatic family relationships. This had led to the following trends in analytic psychotherapy: (1) successful use of a "therapeutic couple" (male and female co-therapists) within a group to treat unhappy married couples, (2) increased application of interpersonal interactions and group processes in analytic group therapy, (3) use of analytic psychotherapy of the family as a whole, and (4) use of group, milieu, family, and community dynamics in treatment of mental hospital patients. (LS)

ED 030 902

CG 003 987

Keith, James A.

The Personality of the Counselor as Measured by the Stern Activities Index.

American Personnel and Guidance Association, Washington, D.C.; South Carolina Univ., Columbia. School of Education.

Pub Date 31 Mar 69

Note—14p.; Paper was presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 31, 1969.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Counselor Characteristics, Counselor Qualifications, Counselors, *Individual Characteristics, *Measurement, *Personality Assessment, Personality Studies, Personality Tests, Research, *Secondary School Counselors

This study attempts to develop knowledge about personality dimensions of practicing counselors who have varying experiences, training, responsibility and the like. The areas proposed for study were the counselor personality profile on factors measured by the Stern Activities Index and the differences between measured personality dimensions of counselors. The Stern Activity Index was mailed along with a letter of explanation and a general information questionnaire to a random sample of one-half of the Junior and Senior High School Counselors employed in South Carolina. Results indicated that counselors described themselves as socially conservative, interested in intellectual activities, competitive, persevering, and recognizing the need for emotional warmth. An implication from this study was that the field of professional counseling could benefit from better establishing the psychological characteristics of counselors and attempting to keep the most effective counselors in the field. (EK)

ED 030 903

CG 003 988

Keith, James A.

The Effect of Short-Term Institute Experiences Involving Sensitivity Training on Attitudes of Employment Security Personnel.

American Personnel and Guidance Association, Washington, D.C.; South Carolina Univ., Columbia. School of Education.

Pub Date 31 Mar 69

Note—12p.; Paper was presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 31, 1969.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Behavior Change, *Changing Attitudes, *Interpersonal Competence, *Professional Personnel, *Research Projects, *Sensitivity Training, *T Groups, *Training Laboratories. This study evaluated and measured the effectiveness and enduring effects of two training groups with respect to transmitting knowledge and affecting change. Control subjects and experimental subjects were used. Data was obtained from the Sixteen Factor Personality Questionnaire, the Gough-Sanford Rigidity Scale, and the IPAT 8 Parallel Form Anxiety Battery. It was concluded that the short-term training institutes had little measurable effect upon participants in terms of the goals of the training and that the study was limited by the weaknesses of the measuring instruments. There is a real need to experiment with and evaluate short-term training programs rather than taking the subjective ratings of participants and judges. (Author/EK)

ED 030 904 CG 003 989

Bilorusky, John A.
Participatory Education: Involved Students Take the Initiative.

American Coll. Personnel Association.
Pub Date 31 Mar 69

Note—15p.; Paper was presented at the American College Personnel Association Convention, Las Vegas, Nevada, March 31, 1969.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*College Students, *Curriculum Development, *Educational Environment, *Student Behavior, *Student Characteristics, *Student College Relationship, *Student Leadership, *Student Organizations, *Student Participation. The relationship between students and their college/university environment is a mutually interdependent one; the degree of student activity or passivity in this orientation can be determined only by considering the student in the context of his particular environment. This study involves 138 college students in an experimental group who have taken student-initiated courses through the Committee for Participant Education (CPE) and 159 Control group student enrolled at the University of California, Berkeley. The data suggests four orientations in which the groups are differentiated: (1) CPE students are less concerned with vocational and professional training, (2) they are more concerned with affecting social change, (3) they are more aesthetically oriented, and (4) they are more concerned with interpersonal relationships. The two groups differ regarding their perceptions of what the function of the University is and should be. The CPE group tends toward changing the environment, rather than their own orientation. Further research should try to discover whether students learn more when actively involved in curricular change. (AE)

ED 030 905 CG 003 997

Danskin, David G.
The University and A Fully Functioning Counseling Center: A Theoretical Viewpoint.

American Personnel and Guidance Association, Washington, D.C.
Pub Date Apr 69

Note—16p.; Paper was presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30–April 2, 1969.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Counseling Centers, Counseling Effectiveness, Counseling Services, *Counselor Functions, Counselor Performance, *Counselor Role, *Counselors, Student Personnel Programs, *Student Personnel Services, *Universities.

Counseling centers must generate attention to educational processes and their effects on students. Counseling psychologists must then perform three functions. These functions could be performed by the following personnel: (1) the educational personnel researcher would aid in the understanding of the changing nature of students and the effects of educational programs on students; (2) the communication specialist would make available to faculty, administrators, and students the sorts of information that will encourage them to think about education with respect to the extent and ways students change during, for example, a particular course of educational ex-

perience and would also serve as a consultant in times of tension; (3) the student development specialist would invent a variety of ways to enhance student self-awareness and evolve experiences for developing individual talents. Under the plan proposed, the counselor's major commitment of time would not be directly with students, but with faculty, administrative personnel and student leaders. (Author/EK)

ED 030 906 CG 003 999

Golden, Robert R. Weiss, David J.
Relationship of Vocational Satisfaction to the Correspondence of Job Reinforcement and Vocational Needs.

Minnesota Univ., Minneapolis.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Social and Rehabilitation Service.

Report No.—WAP-RR-11

Pub Date Aug 68

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Career Planning, *Employee Attitudes, *Job Satisfaction, *Need Gratification, Personal Adjustment, *Reinforcement, *Vocational Adjustment, Vocational Counseling, Work Attitudes, Work Environment.

The Theory of Work Adjustment proposes that vocational satisfaction is a function of the correspondence between the reinforcers in the work environment and the individual's vocational needs. This hypothesis is tested by comparing the means and variances of measures of satisfaction for groups differing in degree of need-reinforcer correspondence. The data were self-report responses of 179 individuals in various occupational positions to questionnaires measuring satisfaction, needs, and reinforcer level on 20 dimensions of work. Statistical tests were performed separately for each of the 20 dimensions. Support for the proposition was found on from 13 to 20 dimensions, depending on the specific statistical hypotheses tested. (Author)

ED 030 907 CG 004 000

Hendel, Darwin D. Weiss, David J.
Individual Inconsistency and Reliability of Measurement.

Minnesota Univ., Minneapolis.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Social and Rehabilitation Service.

Report No.—WAP-RR-19

Pub Date Oct 68

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Individual Differences, *Measurement, *Performance Factors, *Reliability, *Statistical Analysis, Statistical Data, Statistical Studies, *Test Reliability.

Total circular triad scores (TCT) derived from the pair-comparison Minnesota Importance Questionnaire (MIQ) were used to study the relationship between inconsistency, and both internal consistency reliability and stability. Stability estimates (and Hoyt Coefficients) were computed for each of nine groups (retest intervals from immediate retest to 10 months) for the 20 MIQ scales. Stability estimates were also computed for each individual. Results showed that scale stability and individual stability coefficients, as well as internal consistency reliabilities, were higher for low TCT groups. Correlations between individual stability and TCT were from -.24 to -.68. These results indicate that reliability estimates are related to individual differences in response consistency. (Author)

ED 030 908 CG 004 001

Cameron, Paul And Others
Personality Differences Between Typical Urban Negroes and Whites.

Wayne State Univ., Detroit, Mich.

Pub Date [68]

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Caucasians, Negroes, *Personality, *Personality Assessment, *Personality Studies, *Racial Differences.

A Detroit study investigated the personality differences between typical urban Negroes and Whites. Subjects included 416 whites and 200 negroes over the age of 14. The following instruments were administered to all subjects: (1) the Cantor short form of the Barron Ego Strength scale, (2) the Eysenck Personality Inventory, (3)

the Cameron Religious Dimensions scale, (4) the Sarason Hostility scale, (5) the Birdie Masculinity-femininity check list, and (6) a set of rating scales. Results indicated: (1) similar scores for Negroes and Whites for the ego strength, extroversion, lie, masculinity-femininity, and liking-others scale; (2) Negroes tested less "hostile", less neurotic, more religious, and claimed to feel better liked by people-in-general than whites. With respect to this latter result, post-hoc interviews of Negroes not involved in the study indicated that the sample Negroes might have interpreted the question as referring to other Negroes. Although not much confidence can be placed in this study's results because of its high rejection rate, it gains merit for using representative samples. (LS)

ED 030 909 CG 004 002

Tiedeman, David V.
Can A Machine Admit An Applicant to Continuing Education? Information System for Vocational Decisions. Project Report Number 19.

American Personnel and Guidance Association, Washington, D.C.; Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 69

Grant—OEG-1-6-061819-2240

Note—29p.; Paper was presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30–April 2, 1969.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—Admission (School), Admission Criteria, *College Admission, Competitive Selection, *Computers, *Counseling, Decision Making, Information Processing, *Information Systems, *Testing.

An Admissions Machine is defined as a sub-set of procedures in a Career Machine which an applicant and an admissions officer can use collaboratively in an interactive interrogation and report system when the applicant expects fair treatment from the admissions officer and the admissions officer trusts the judgment of the applicant concerning the appropriateness of the institution for him. The specification of an Admissions Machine which has the same purpose for admission to continuing education as does testing but at the same time becomes a new means for those same ends and places new perspective on tests as a means for admission to continuing education. The faults of testing are examined in that perspective. (Author/EK)

ED 030 910 CG 004 004

Ellis, Allan B. Tiedeman, David V.
Can A Machine Counsel? Information System for Vocational Decisions. Project Report Number 17.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 68

Grant—OEG-1-6-061819-2240

Note—41p.; Paper was presented at the CEEB-SSRC Conference on Computer-Based Instruction, Learning, Testing, and Guidance at the University of Texas, Austin, Texas, October 21–22, 1968.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—*Career Choice, *Computer Oriented Programs, *Computers, Counseling, *Counseling Goals, *Decision Making, Guidance Counseling, Guidance Objectives, Information Systems, Technological Advancement.

The question "Can a machine counsel?" asks not if a machine can imitate the behavior of counselors, but rather if an identity of goals can be achieved between machine and counselor. If the goal of counseling is the discovering and internalizing of problem-solving processes, is it possible to create "...a machine environment such than an individual within this environment can be said to have been counseled?" The authors respond with an example of such an environment—the Information System for Vocational Decisions Project (ISVD). ISVD is a working model of a computer-based information system that could become part of the vocational and educational guidance efforts of schools, employment agencies and industry. The goal is to present career data which the individual must

transform into usable information. By so doing, he develops decision making abilities important to career choice. The authors admit that although the ISVD is not an ideal response to the original question, it offers a fresh look at counseling goals and how machines, with identical goals, can enter the counseling process. (LS)

ED 030 911 CG 004 005

Berdie, Ralph F.

Are Economically Needy University Freshmen Culturally Deprived? Volume Nine, Number Two.

Minnesota Univ., Minneapolis.

Pub Date 1 Nov 67

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—*Average Students, College Bound Students, *College Freshmen, Culturally Disadvantaged, *Disadvantaged Environment, Economically Disadvantaged, Educational Disadvantage, *Financial Support, Limited Experience, Recruitment, *Student Characteristics, *Student Research

This study compared the pre-college experiences reported by University freshmen receiving financial aid and those of students not identified as being on one of the financial aid programs. Information was collected through a pre-college experience inventory completed by freshmen. The average student not on financial aid had traveled more, was more likely to have attended nursery school and kindergarten, had more books and other possessions in his home, and was more likely to have had private music lessons than the average student receiving aid. The difference in reading and artistic experience backgrounds was insignificant. The small sizes of the observed differences suggest that in terms of pre-college experiences students receiving financial aid and those not receiving aid have similar backgrounds. Present financial aid programs do not attract to the University significant numbers of students from financially restricted homes characterized by cultural deprivation. (Author/KP)

ED 030 912 CG 004 009

Haake, Bernard F. Langworthy, Philip B.

Student Activism in the High Schools of New York State.

State Univ. of New York, Albany. State Educational Dept.

Pub Date Mar 69

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Activism, *High Schools, *High School Students, Secondary Schools, Secondary School Students, *Student Alienation, *Student Attitudes, Student Behavior, Student School Relationship

The purpose of nine regional meetings between New York State Education Department personnel, educators and students from selected secondary school districts was to obtain information about unrest and the changing expectations of high school students. The following conclusions were made: (1) rising expectations of students are part of the "times," (2) changing expectations are not exclusively a racial matter, (3) a thread of commonality exists in all student unrest, (4) outside organizations somewhat encourage student activism, (5) rigidity of the educational environment contributes to student unrest, (6) student expectations of their own governance are basically rooted in altruism and integrity, (7) rising expectations for all students should be encouraged, (8) students involved in activism have diverse motives, necessitating differentiated responses, and (9) student activism will increase, assuming a variety of forms. It was recommended that educators be attuned to the rising expectations of students in initiating improvements in the secondary school system. (Author/LS)

ED 030 913 CG 004 011

Foti, Joel

Social Problems of Drug Use and Drug Policies.

San Francisco State Coll., Calif.

Pub Date [68]

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Drug Abuse, Drug Addiction, *Drug Legislation, Health Education, Lysergic Acid Diethylamide, *Social Problems

The social and legal policies that control or prevent the use of mind-altering drugs are the

main cause of the social problems arising from their use. The existing policies are ineffective; the wrong drugs receive the most attention and laws are directed at the wrong phase of the cycle of promotion, distribution and use. The following reforms are suggested: (1) legal penalties to control manufacturing and distributing of these drugs, (2) a ban on advertising of drugs, (3) re-institution of probation, parole and suspended sentences for drug offenders, (4) permission for doctors to treat users, and (5) an end to the status of "crime" for using drugs. It is concluded that: (1) drug users should have available comprehensive outpatient public health programs, (2) educational programs that present the facts about and possible risks involved in using drugs should be made available to students and the public, (3) the Federal Bureau of Narcotics and other drug police agencies should be closed, and (4) we must attack the roots of drug use by improving the quality of American life and society. (Author/LS)

ED 030 914 CG 004 084

Winter, William D.

Outreach Programs: The Changing Relationships Between Counseling and Campus.

San Jose State Coll., Calif.

Pub Date [68]

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—College Environment, Colleges, *College Students, *Counseling Centers, *Counseling Programs, Educational Therapy, *Innovation, *Interdisciplinary Approach, Student Participation, Student Personnel Work

This paper describes two innovative programs inaugurated by the counseling center at San Jose State College in response to the increased general involvement of college students over the past several years. The first program was an educational experiment which sought to make freshman psychology courses more meaningful, as well as to increase student participation in the college environment. These aims were accomplished by involving volunteer freshmen participants in peer orientation and T-groups with upper class and graduate psychology students, and by organizing a core curriculum revolving around the psychology course. The second program, involving minority groups, grew out of student violence in 1967. The counseling center undertook to bring minority problems out into the open, and to encourage small group confrontations where participants of all races might explore their racial feelings. Counselor involvement has been heavy in the cause of the minority students, perhaps to the detriment of more scholarly activities, and it is too soon to establish the boundaries of ultimate counselor concern. However, it is felt that in these stressful times, there is more danger in inertia than in experimentation. (CJ)

ED 030 915 CG 004 091

Wright, George N. Trotter, Ann Beck

Rehabilitation Research.

Wisconsin Univ., Madison.

Pub Date 68

Note—674p.

Available from—Mr. George N. Wright, The University of Wisconsin, Rehabilitation Research Institute, 2218 University Avenue, Madison, Wisconsin 53706 (No Price is Quoted).

Document Not Available from EDRS.

Descriptors—*Rehabilitation Counseling, *Research Reviews (Publications), *Vocational Rehabilitation

A total of 97 studies are reported in this review of research in vocational rehabilitation. Projects were selected on the following criteria: (1) pertinence to rehabilitation counseling practice, (2) research approach, (3) broad generalizability, and (4) supported by the Vocational Rehabilitation Administration for a one-to-five-year period and completed by 1965. Each is reported on a standardized format which includes background information, methodology, results, and discussion. (Author/NS)

ED 030 916 CG 004 093

Foti, Joel

Youth-How to Produce Drop-Outs Rather Than

Drop-Outs. Research Resume Number 38.

California Teachers Association, Burlingame.

Pub Date Nov 68

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Adolescents, *Dropouts, *Drug Abuse, Institutional Environment, Marijuana, Narcotics, Socialization, *Socially Deviant Behavior, *Student Alienation, Student School Relationship, Teenagers, *Youth

The subject of youth in America lacks definition and young people are often given stereotyped labels. The reaction of others is frequently to the implied stereotype, rather than to young human beings. The life styles of youth involve questioning the Establishment and its goals, seeking to define the good life and working to create a better America. In doing so, many adopt life styles which differ from that accepted by the ordinary American middle class. Adult society calls attention to the drug scene, particularly in the legal sense, while continuing to overlook adult usage of other drugs having comparable effects. Sexual mores of young people are decried while older generations practice illegal sexual behavior. The radicalism ascribed to youth is actually a characteristic of a small percentage, the mood of most being apathetic. The institutions of society will have to become responsive to the individuality of young people and to allow the influence of youth to be a real force. Youth needs encouragement in seeking a sense of identity. They need to be met honestly in their search for answers to life-meaning for themselves and society. (AE)

ED 030 917 CG 004 097

Munoz, Leo

Behavior Modification. NASEC Monograph Series I.

Northern Arizona Supplementary Education Center, Flagstaff.

Pub Date 11 Oct 68

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Behavior Change, Behavior Development, *Learning Theories, Motivation Techniques, *Operant Conditioning, *Positive Reinforcement, *Rewards

Behavior can be modified because it is governed by its consequences. Observable behavior, excluding its causes, is modified by the application of techniques derived from B.F. Skinner's operant learning theory. Optimum effects can be achieved only after thorough knowledge of the child is gained, particularly in the area of his capabilities. The reinforcers which influence the child must be discovered by observation. A positive reinforcement schedule is then employed, rewarding the desired behavior in various ways. Shaping may be used, in which partial or approximate behaviors are rewarded until the actual desired behavior occurs. Decreasing undesirable behavior occurs when an incompatible desirable behavior is shaped by: (1) securing the desired response, (2) shaping small segments of the desired behavior, (3) using a high reinforcement ratio, and (4) gradually decreasing the reinforcement. The concept of contingent results must be clearly understood. A case study is given in which operant learning theory is applied to modify the behavior of a seventh grade boy. (AE)

ED 030 918 CG 004 105

Grande, Peter P.

How Objective Are Measures of Campus Climate?

University of Notre Dame, South Bend, Ind.

Pub Date [69]

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*College Environment, Correlation, *Measurement Instruments, *Sampling, *Student School Relationship, *Test Validity Identifiers—Pace College and University Environment Scales

Pace's College and University Environment Scales (CUES) fails to consider the interdependency of the individual and his environment. A random sample of students (A) and two samples of general psychology students (B) and (C) were used to determine the legitimacy of CUES claims of freedom from: (1) sampling bias, and (2) correlation with individual characteristics. Items on the CUES instrument answered in the keyed direction by at least 66% of the students in at least one of the groups were used in scoring. Results show statistically significant differences on 74% of those items among the three samples, questioning the CUES claim of freedom from sampling bias. Computations of a rate of agreement index indicate a high degree of item endorsement agreement between samples (A) and (B), but a low degree among all three samples.

Several correlations exist between CUES and the Edwards Personal Preference Schedule, which was administered to sample (A). Thus, CUES is questionable as a measure of campus climate, both in elucidating common orientations and responding to sub-group variation. (AE)

ED 030 919

CG 004 106

Drake, Raymond

Freshman Orientation in the Large, Public-Supported Institutions of Higher Learning.

American Coll. Personnel Association.; Colorado State Univ., Ft. Collins.

Pub Date Aug 66

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Colleges, College Students, *Higher Education, *Orientation, Program Descriptions, *Programs, *School Orientation, School Surveys, *State Universities, Student Needs

This paper describes the freshman orientation procedures and activities of 17 public-supported institutions with student populations of 9500 or more. In addition, large, public-supported institutions are compared with all other institutions (N=93) studied on proportions of informational, social, and intellectual activities offered in orientation programs. Campus orientation activities are arranged and examined under categories labeled as informational, social, and intellectual. Tables indicate the breakdown among various institutions of the relative importance of the activities in the designated categories. This study indicates that large public-supported institutions differ significantly from all other categories of colleges and universities combined when the two groups are compared according to the proportions of intellectual and social activities to informational activities. Large public-supported institutions emphasize informational activities less than do other institutions taken as a group. The comparison of proportion of social activities to intellectual activities indicates that no difference exists between the large public institutions and the others. (Author/CJ)

ED 030 920

CG 004 110

Drake, Raymond W. Jr.

Review of the Literature for Freshman Orientation Practices in the U.S.

American Coll. Personnel Association.; Colorado State Univ., Ft. Collins.

Pub Date 66

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—*College Freshmen, College High School Cooperation, College Programs, *Educational Counseling, *Educational Philosophy, *Literature Reviews, *Orientation

Virtually the entire body of literature in the area of freshman orientation which has been published since 1923 is reviewed. The author sketches the historical background of the orientation concept; early practices, and more recent trends with current emphasis on the Freshman Week and the Pre-College Clinic are presented. While it is hoped that orientation programs will meet the needs of both the student and the school, they seem far more successful in meeting the needs of the institution than those of the student. Evolution of an orientation philosophy is discussed, together with the pressures acting against successful programs in the area of intellectual orientation. The author feels that the ideal of orienting incoming students to collegiate intellectual life will not be easily achieved, but that further research is needed to determine whether, in fact, it can be effectively accomplished at all. (Author/CJ)

ED 030 921

CG 004 114

Tyson, Kenneth L.

Resource Guide to Selected Materials for the Vocational Guidance of Slow Learners.

Pub Date Oct 68

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—*Bibliographies, *Occupational Guidance, Publications, *Resource Guides, *Resource Materials, *Slow Learners, Special Education

This resource guide, compiled for reference use by teachers, counselors, and other people involved with the vocational guidance and education of slow learners, contains materials selected on the basis of having a direct use for or application to the specified area. While no consistent

bibliographical form is used, the following categories have been designed to facilitate use of the guide: (1) audio-visual materials, (2) bibliographies, (3) classroom materials, including textbooks and self study materials, (4) curriculum materials, (5) periodicals in the area of vocational guidance for the slow learner, (6) professional materials intended to aid the teacher and counselor in keeping up to date on vocational guidance and occupational information applicable to the slow learner, and (7) research and demonstration projects of interest to helping persons in the field of vocational guidance for the slow learner. The research reported herein was funded under Title III, Elementary and Secondary Education Act. #0224. (Author/CJ)

ED 030 922

CG 004 125

Richmond, Bert O.

Creative and Cognitive Abilities of White and Negro Children.

Georgia Univ., Athens.

Pub Date [68]

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Caucasian Students, *Cognitive Ability, *Cognitive Measurement, *Creativity, *Culturally Disadvantaged, Disadvantaged Youth, *Educational Experience, Grade 8, Measurement Instruments, Negro Youth

The purpose of this study was to ascertain both the cognitive and creative output of white and Negro children. Intelligence and creativity test batteries were administered to 34 Negro and to 36 white eighth grade children in segregated, rural schools in a culturally deprived area of Georgia. Specific hypotheses tested were: (1) the level of cognitive functioning of Negro students differs significantly from that of white students in similar socioeconomic conditions, (2) white students score significantly higher than Negroes on measures of creativity, (3) creativity scores provide an understanding of students in addition to that proved by the traditional tests of intelligence, and (4) sex differences exist in both cognitive and creative ability. A one-way analysis of variance was used to obtain differences in creativity and cognitive ability for sex and race. The first hypothesis was supported. The second indicated that whereas white students were better able to verbalize than Negroes, the latter scored higher on figural elaboration. Sex differences were insignificant. Implications are inconclusive, but suggest that a deeper understanding of creativity coupled with improved educational practices to enhance creative expression might provide more meaningful educational experiences to the disadvantaged child. (Author/CJ)

ED 030 923

CG 004 126

Drake, Raymond

Freshman Orientation in the United States Colleges and Universities.

Colorado State Univ., Ft. Collins.

Pub Date Aug 66

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—College Freshmen, College Programs, Colleges, Comparative Analysis, *Orientation, *Program Descriptions, *School Orientation, *School Surveys, State Universities

Current freshman orientation practices among U.S. colleges and universities are described and comments upon the degree of concurrence between these practices and an evolving philosophy of freshman orientation are made. Letters requesting copies of orientation programs were sent to a random sample of 160 colleges and universities, divided equally among eight specific categories. Responses were received from 135, of which 110 were usable. These 110 programs were analyzed: (1) to determine the procedures employed to orient new students to those institutions, and (2) in terms of the number of activities in each program classified as "informational," "social," "intellectual," and "mechanical." Comparisons were made among the categories of institutions to determine the significance of observed differences in frequencies of the various categories of activities scheduled on the orientation programs. More than 82% of activities (other than registration and testing) are either informational or social, while intellectual activities account for about 18% of the total number of activities. A summary list indicates differences between categories of institutions in the proportionate emphasis upon information, social,

or intellectual activities in orientation. (Author/CJ)

ED 030 924

CG 004 127

Owen, Freya W.

The Palo Alto Study of Educationally Handicapped Children.

Palo Alto Unified School District, Calif.

Spons Agency—National Inst. of Child Health and Human Development, Bethesda, Md.

Pub Date 28 Mar 69

Note—7p.; Paper was presented at the Society for Research in Child Development Meetings, Santa Monica, California, March 28, 1969.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Academic Achievement, *Academically Handicapped, *Educationally Disadvantaged, *Educational Research, Elementary School Students, Handicapped Students, Intelligence Differences, Junior High School Students, Learning Disabilities, Parent Child Relationship, Siblings, *Underachievers

Research in Palo Alto, California, is attempting to discover distinguishing characteristics of educationally handicapped children (EH) and to clarify the causes of their learning disabilities. 76 EH children and their 76 same sex siblings (EH sibs) were matched with 76 academically successful students (SA) and their same siblings (SA sibs). Matching was done on the basis of grade, sex, and intelligence for EH and SA; of grade and sex for the siblings. No significant differences were found between the experimental and control group in distribution of older and younger siblings, ordinal position in the family, socioeconomic status, or fathers' occupations. Parental interviews, reading tests and academic histories of parents; psychological, educational, medical, and neurological evaluations of the children, and behavior ratings of the children were used. Examiners were unaware of the classification of the child as EH or SA. Preliminary findings include: (1) significant differences in favor of EH on the Performance Scale of the Wechsler Intelligence Scale for Children, (2) impaired ability of EH and EH sibs in numerical computation, sequencing, and fine-perceptual-motor-hand-eye coordination and memory, and (3) lower achievement of EH in reading and spelling. Neurological impairment was significant in several areas for EH, and some medical-history facts were distinguishing. (AE)

ED 030 925

CG 004 135

A Broadly Representative Bibliography of Materials on Sex Education.

Michigan State Dept. of Education, Lansing.

Pub Date Jan 69

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Audiovisual Aids, *Bibliographies, *Booklists, Classification, *Sex Education

This bibliography contains a selection of currently available professional materials, and a list of sources from which other materials may be obtained by administrators and teachers interested in either the initiation or improvement of local sex education programs. In those instances where prices are quoted, they are the latest figures available at the time of publication of this bibliography. (Author)

ED 030 926

CG 004 139

McHolland, James D.

The Release of Human Potential Through Human Encounter.

American Coll. Personnel Association.

Pub Date 31 Mar 69

Note—12p.; Paper was presented at the American College Personnel Association Convention, Las Vegas, Nevada, March 31, 1969.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—College Curriculum, *Educational Objectives, Personal Values, *Positive Reinforcement, *Self Actualization, *Self Concept, Self Evaluation, *Seminars

Efforts to humanize the educational system at Kendall College are described. It is first assumed that the competitive nature of the American educational system must produce some failures, and that these failures adversely affect the self-concept of some persons, and in turn limit those persons' adult creativity. Human Potential Seminars were initiated in 1967, composed of 10 to 15 persons, with goals of: (1) self-affirmation, (2) self-determination, (3) self-motivation, and (4) creation of empathetic persons. Persons who have

attained the above goals are said to have a positive self-concept; the attainment of the latter is assumed as a legitimate educational goal. Phases in the Seminar include unfolding experiences and learning to listen to others, acknowledging achievements and satisfaction experiences, immediate goal-setting, strength acknowledging, identifying personal values, discovering areas of potential, and establishing long-range goals. Results of a questionnaire indicate that the Seminar experience continues to be an effective force for those who were involved after a year's interval. New efforts are being made to spread positive, humanizing methods throughout the college. (AE)

ED 030 927 CG 004 141

McHolland, James McInnis, Noel
Every Student Is A Gifted Student.
Kendall Coll., Evanston, Ill. Center for Curriculum Design.
Pub Date [69]

Note—6p.
EDRS Price MF-\$0.25 HC-\$0.40
Descriptors—College Programs, Curriculum Design, *Educational Objectives, Personal Values, *Positive Reinforcement, *Self Actualization, *Self Concept, *Seminars
The Human Potential Seminars at Kendall College, a part of the Program for Humanized Curriculum Design are described. The Seminars are based on the assumption that every student is gifted in the sense of having unique potentialities. The conviction is held that something is right with the participants; motivation focuses on individual discovery and group reinforcement of strengths, capabilities, and success factors of each individual. Three techniques used are: (1) strength bombardment, in which the individual reveals his concept of his own strengths, the group indicates further strengths seen in the person, and there is discussion regarding causes that are preventing usage of these strengths; (2) success bombardment, in which successful and unsuccessful experiences are analyzed by the group for each participant; and (3) goal-setting activities, using student values, the goals set being achievable and believable. Behavioral objectives are increases in: (1) self-motivation, (2) self-determination, and (3) affirmation of self-worth. The Seminars are considered educational, not therapeutic; participation is voluntary, and grouping is heterogeneous. Results are encouraging, though difficult to measure. (AE)

ED 030 928 CG 004 159

Hopkins, Delbert G.
Upward Bound in Action at Wayne State University.
American Personnel and Guidance Association, Washington, D.C.
Pub Date Apr 69

Note—10p.; Paper was presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30–April 2, 1969.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Colleges, Counseling Programs, *Disadvantaged Youth, *Educational Opportunities, Educational Research, Poverty Programs, *Secondary Education, *Self Concept, Student Personnel Services, Study Centers, Youth Opportunities, Youth Programs

Upward Bound at Wayne State University consists of a pre-college program at Mercy College, The University of Detroit, and Wayne State, followed by continuing involvement with the students during their first year in college. Funding, staff, philosophy of the staff, and philosophy of the program are discussed. In choosing staff members, quality rather than credentials is stressed. The main goal is to assist the individual in building a positive concept of self and therefore respect for self. Methods of student recruitment are discussed, those students admitted demonstrate some indication of college potential but are judged unable to attempt college without this program. The summer program, including the "bridge" summer between high school and college is explained, with a list of specific activities included. The follow-up during the freshman year in college is discussed, with an explanation of study centers and their function. Evaluation of the program shows that the vast majority go on to college from Upward Bound for the first year, and 76% return for a sophomore year. Hopefully secondary schools and colleges will begin to im-

plement some aspects of this program to benefit all students. A list of recommendations concludes this report. (CJ)

ED 030 929 CG 004 162

Bailey, John A.
Social Intelligence, Achievement, and the Elementary-School Child.
Nevada Univ., Reno.
Pub Date [68]

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Academic Achievement, *Achievement, *Elementary School Students, *Intelligence, Measurement, Peer Groups, Rating Scales, Research Projects, Self Evaluation, *Social Values, Success Factors

This study assesses the social intelligence component using the Friendship Rating Scale. In a cohesive fifth grade class, peer acceptance was found to covary with academic achievement at the same magnitude that such achievement related with measured intelligence. Self ratings were not as efficient as peer ratings in the prediction of academic success. (Author/EK)

ED 030 930 CG 004 167

Brayer, Herbert O.
Drug Abuse—A School Disaster and A Problem for Guidance.

American Personnel and Guidance Association, Washington, D.C.
Pub Date 2 Apr 69

Note—12p.; Paper was presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, April 2, 1969.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Counseling, *Counselor Functions, *Drug Abuse, *Drug Addiction, Educational Policy, Parent School Relationship, Parent Student Relationship, Rehabilitation, School Community Cooperation, *Secondary School Students, Student Personnel Programs, Therapeutic Environment, Youth Problems

Drug abuse is an increasingly common problem that must be faced by the school and community. Since counselors have a great deal of responsibility in working with students who abuse drugs, more effective ways of handling this problem need to be considered by them. The first part of this paper is concerned with a plan for working with the secondary school student who has been "busted." The six roles and functions of counselors organized by Dr. Harold Richardson have been redefined specifically for counselors with the above problem. Practical suggestions are included with each role discussion. The second part of this paper presents a new approach to dealing with drug abuse. A written contract, signed by student and parents would set up a "Plan for Therapy" for both student and parent. Specific methods for carrying out the contract are included, as well as alternatives if the contract is broken. This plan has the salutary effect of combining joint responsibility of parents, community, school, and student in a positive approach with more realistic therapeutic results than present plans. (SJ)

ED 030 931 CG 004 173

The Recommended Reading List; A Bibliography Prepared by Tutorial Assistance Center of U.S. National Student Association PLUS Black History: A Bibliography by Topic Prepared by Youth Educational Services, Incorporated.

Tutorial Assistance Center of U.S. National Student Association.
Pub Date 68

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*African American Studies, *Bibliographies, Black Community, Black Power, *Negro Culture, *Negroes, *Negro History, Negro Literature

The bibliography is in two parts; the first part is a listing by areas such as education and poverty, the second is a listing of phases of black history, organized chronologically. The second part has sub-topics for each main topic. The first part has copyright dates through 1969, the second, when given, through 1966, although some recent material is also listed. In most instances, author, title, publisher, copyright date, and price are included. (SJ)

ED 030 932 CG 004 174

Cartwright, G. Phillip
Reward Preference Profiles of Elementary School Children.

American Educational Research Association, Washington, D.C.
Pub Date Feb 69

Note—13p.; Paper was presented at the Annual Meeting of the American Educational Research Association, Los Angeles, California, February 5–8, 1969.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Behavior Patterns, Children, Educational Methods, Educational Psychology, *Educational Research, *Elementary School Students, *Measurement Instruments, Reinforcement, Retarded Children, *Rewards

The study was designed to determine the reward preference of a group of intermediate grade school children and to describe any differences which might exist in the preference patterns of these children when they were partitioned into groups according to grade level, sex, and intelligence level. The procedures including the use of the experimental Dunn-Rankin Reward Preference Inventory are described. Results include a general conclusion that different reward preference profiles did not emerge for the students in this study. It is believed that this outcome was due to the restricted range of characteristics which were used to categorize subjects. References are included as are seven tables of data used in this experiment, and a previous study of retarded children. (SJ)

ED 030 933 CG 004 175

Background Information: National Conference on the Paraprofessional, Career Advancement, and Pupil Learning.

National Education Association, Washington, D.C.; New York Univ., N.Y. New Careers Development Center.

Spons Agency—National Commission on Teacher Education and Professional Standards, Washington, D.C.
Pub Date Jan 69

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Careers, Classroom Techniques, *Conference Reports, *Conferences, Non-professional Personnel, *Paraprofessional School Personnel, Role Theory, *Subprofessionals, *Teacher Aides

This conference report, which includes the findings of the Bank Street College of Education survey on the use of paraprofessionals in education, traces the development of paraprofessionals in the classroom from the Depression era until the present time. While their early use was seen as an aide to the teacher, recent use is seen as part of an anti-poverty strategy whereby low income, minimally-educated auxiliaries may increase their self concept by serving as role models for the disadvantaged. Preliminary results of a survey now being conducted by the Office of Education indicate that in 1968 there were more than 57,000 teacher aides at work in the public schools. Recommendations of the Bank Street study are summarized according to five basic study premises, each of which seeks to increase involvement of paraprofessionals in the educational system for the contribution they can make to education, to their local communities, and to their own career development. (CJ)

ED 030 934 CG 004 176

Carlson, William A. And Others
A Laboratory Approach to the Cognitive Control of Anxiety.

American Personnel and Guidance Association, Washington, D.C.
Pub Date 31 Mar 69

Note—20p.; Paper was presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 31, 1969.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Anxiety, Behavior, Behavioral Science Research, *Cognitive Development, *Cognitive Processes, *Conditioned Response, Electrical Stimuli, Measurement Techniques, *Verbal Operant Conditioning

This research focuses on the effect of verbal behavior on the conditioning and extinction of an autonomic response, namely, the galvanic skin response (GSR). The major assumption is that the experimenter's verbal behavior produces ver-

bal behavior internal to the subject, and this, in turn has a modifying effect on the conditioning phenomena. The subjects, method, and procedure are discussed, including the use of electric shock, complete with directions given to the subjects. Scoring and results are given, followed by a discussion which notes a significant relationship between the experimenter's instructions and the subject's GSR. Results indicate that cognition can and does control physiological arousal or emotions, and that instructions given by the experimenter can produce some degree of emotion control. References and pictures are found at the end of this study. (SJ)

ED 030 935

CG 004 177

Page, Ellis B.

Analyzing the Student's Natural Language for Guidance.

American Personnel and Guidance Association, Washington, D.C.; Connecticut Univ., Storrs. Pub Date 31 Mar 69

Note—16p.; Paper was presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 31, 1969.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Communication (Thought Transfer), *Computational Linguistics, Computer Programs, *Computers, *Guidance, Linguistic Competence, Linguistic Patterns, *Linguistics

The author of this paper presents three arguments (philosophical, empirical, and linguistic) to make his point that the computer, far from being worthless with words, offers the brightest hope for the future management of the verbal processes so important in counseling and guidance. Philosophically, he argues, there is no deep support for bias against the machine, since, in any guidance situation, exact measurement must be taken by whatever means available. Computers can respond if there is insistence upon behavioral data rather than data concerning internal states, and operational definitions instead of idealistic ones. Empirically, the computer has proven itself valuable in many statistical demonstrations done by groups working independently of one another. The central linguistic problem appears to be in the area of transformational grammar or the relating of one statement to some transformed equivalent. Much work is currently being done in the area of approaches to meanings in the field of computational linguistics. Since counselors serve as information processors, and are presumably operating under "as-yet dimly-understood rules," the author feels that they can begin to make some practical use of the computer in language analysis. (Author/CJ)

ED 030 936

CG 004 180

Biggs, Donald A. And Others
Who Goes To Freshman Camp?
Minnesota Univ., Minneapolis.
Pub Date 29 May 69

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*College Freshmen, *College Students, Educational Objectives, *Orientation, *School Orientation, *Student Characteristics, Student Experience, Student Participation, Student Personnel Programs

Freshman Camps, part of the University of Minnesota's orientation program, are held prior to Welcome Week, and are voluntary. This study attempts to describe characteristics of those students who chose to attend in 1968. Approximately 685 students among the 8,575 freshmen entering the University in 1969 went to one of seven Freshman Camps, assigned randomly. Demographic information on the campers and aptitude test data were obtained from the University. Questionnaires were completed by campers in such areas as educational goals and attitudes. Personality inventories were available for some of the campers. Hanson's (1968) program for coding the Minnesota Counseling Inventory was used in some analyses, and chi square was used to test the significance of differences. Two norm groups were selected from the 1968 Liberal Arts freshman class. Tables represent the variety of ways in which freshman campers differ from the freshman class as a whole. Results of this study indicate that services designed to orient new students cannot be based on generalizations about characteristics of entering freshmen. This study, a first step in an analysis of Freshman Camp, leads to the more important question, "What effect does

the camp experience have on its participants?" (Author/CJ)

ED 030 937

CG 004 182

Janzen, Frederick V. And Others

Interpersonal Relationships: Factors in Rural Rehabilitation.

Utah Univ., Salt Lake City. Regional Rehabilitation Research Inst.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Social and Rehabilitation Service.

Pub Date Jan 69

Note—76p.

Available from—Mr. William M. McPhee, Director, Graduate School of Social Work, 1129 Annex, University of Utah, Salt Lake City, Utah 84112 (Copies Are Free)

Document Not Available from EDRS.

Descriptors—Human Services, *Interpersonal Relationship, *Rehabilitation Counseling, *Rehabilitation Programs, *Rural Areas, Rural Environment, Rural Family, *Rural Population, *Vocational Rehabilitation

This bulletin attempts to assess the effect of rural rehabilitation clients' and counselors' self concept systems, perceptions and expressions of feelings upon the rehabilitation process. Client family involvement and interaction were also analyzed. Secondary concerns center upon the effects of perceived similarity of attitude, social desirability, dependency, responsiveness to another's communication, and frequency of contact among clients, counselors, and families in the counseling process. Interaction dynamics described used J. E. McGrath's model under parameters of attraction, influence, and interaction. The sample included 293 rural rehabilitation clients and 224 of their families, living in rural towns of 10,000 or less population in Colorado, Montana, and Wyoming. All were interviewed by two staff members (Regional Rehabilitation Research Institute, University of Utah) during the summers of 1967 and 1968. Clients and counselors completed Institute scales measuring self concept, and client-counselor interaction. Counselors seemed to perceive client attitudes fairly accurately. Client feelings toward the counselor were related to perceived similarities of feelings between the client and the counselor. Implications for Rehabilitation Counselors are presented, along with areas of possible future research. (Author/CJ)

ED 030 938

CG 004 186

Hudson, Wellborn R. III

Evaluation of the Contributions of Video Tape Recordings to T-Group Processes.

South Dakota Univ., Vermillion.

Pub Date 68

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Audio Video Laboratories, *Counseling Effectiveness, Counselors, *Evaluation, *Evaluation Methods, Microcounseling, *T Groups, *Video Tape Recordings

The 1968 Summer NDEA Guidance Institute at the University of South Dakota studied the impact of video recordings on members of counseling groups to see what their perceptions were when they realized they would later be confronted with their behavior via the tapes. The 32 members of the Institute, practicing counselors in the public schools in the upper-midwest, were divided into four groups so that each group contained the same proportion of elementary and secondary counselors. Each group met four times a week for two hours under experienced group work leaders. Two weekly sessions were video taped, leaving two sessions for group review of the previous day's recording. Each group member filled out an opinionnaire after the review sessions. All groups were deprived of the use of the tape equipment for a period of two weeks and the effects of this deprivation were studied via a second opinionnaire. Generally, the groups took a positive view of their counseling sessions and were not much bothered by the presence of the video equipment. The counseling sessions seemingly increased in effectiveness as the eight weeks passed, with progressively deeper involvement of the group members emerging with time. Statistical data tables and reaction forms are appended. (Author/CJ)

ED 030 939

EA 001 704

Brademas, John Quie, Albert H.

The Shape of Federal Funding for Tomorrow's Schools.

Pub Date Feb 68

Note—33p.; Pages 69-97 in YOUR AASA IN NINETEEN SIXTY-SEVEN-SIXTY-EIGHT, OFFICIAL REPORT, INCLUDING A RECORD OF THE ANNUAL CONFERENCE (100th, Atlantic City, N.J., Feb. 17-21, 1968).

Available from—American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$3.00).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Debate, *Education, *Educational Needs, Educational Planning, Equal Education, *Federal Aid, Federal Legislation, *Federal Programs, Federal State Relationship, Resource Allocations, State Church Separation, State Departments of Education, *State Federal Aid, Urban Schools

Identifiers—Elementary and Secondary Education Act of 1965, ESEA

This chapter reports the positions taken by two U.S. Congressmen during their debate over the most effective method available for distributing Federal funds to the nation's schools. U.S. Representative John Brademas defends Federal categorical grant programs as the most realistic means for allocating scarce Federal resources to those areas faced with the nation's most pressing educational problems. Congressman Albert H. Quie contends that the distribution of Federal funds through block grants to each of the States would enable each State educational agency to plan for the most effective use of resources in satisfying the educational needs within its jurisdiction. Both Congressmen advocate a larger total investment in education to match the nation's commitment to educational improvement. (JH)

ED 030 940

EA 001 978

Foley, Walter J.

The Role of Educational Outcomes in Evaluation Strategy.

Iowa Univ., Iowa City. Iowa Center for Research in School Administration.

Report No—SR-65

Pub Date Dec 68

Note—6p.; Paper prepared for Annual Conference (53rd) on School Administration and Supervision.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Decision Making, *Educational Improvement, *Educational Objectives, Educational Programs, *Evaluation Methods, Input Output Analysis, *Systems Analysis

From a systems analysis viewpoint, an evaluation system is a subsystem that is superimposed on the educational system to provide information for decisions related to its maintenance and goals. Educational outcomes, viewed as a much broader concept than the traditional view of changes in pupil behavior, represent the starting point for any evaluation activity in education. To evaluate an instructional program in terms of all of its significant interactions, an evaluation strategy (plan) is required which systematically provides information concerning both (1) input and output changes caused by related subsystems and (2) output changes caused by alterations of the system under consideration. (JH)

ED 030 941

EA 002 238

Sowers, Paul C.

Let's Team Teach in Our Elementary School.

NASEC Monograph Series, Spectrum.

Northern Arizona Supplementary Education Center, Flagstaff.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No—DPSC-66-2356; ESEA-Title-3

Pub Date May 68

Grant—OEG-4-7-662356-0376

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Bibliographies, *Elementary Schools, Flexible Classrooms, Horizontal Organization, *Individualized Instruction, *Interdisciplinary Approach, School Design, Senior Teacher Role, *Team Leader (Teaching), *Team Teaching, Vertical Organization

Team teaching offers the benefits of optimizing the distribution of scarce educational resources while moving toward the established goal of individualized instruction. Team teaching is organized horizontally when each member of the teaching team teaches in all subject areas for 1 year. The vertical form prevails when the teachers assume responsibility for a group of students over two or more years in two closely related subjects. The learning-teaching modes of team teaching utilize large group, small group, and individual instruction. Most existing school buildings can be adapted to this variability of instruction, but new structures should be designed for maximum flexibility of room size to cope with changing demands and situations. The typical team organization contains a team leader, senior teachers, and regular teachers. The leader assumes major responsibility, with senior teachers being responsible for curriculum content. The team as a whole assists in planning the instructional time blocks and actual instruction. A bibliography of 18 items published between 1961 and 1967 is appended. This document was prepared pursuant to an ESEA Title III grant. (LN)

ED 030 942

EA 002 239

Sowers, Paul C.

Open-End Elementary Education. NASEC Monograph Series, Spectrum.

Northern Arizona Supplementary Education Center, Flagstaff.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No.—DPSC-66-2356; ESEA-Title-3

Pub Date Apr 68

Grant—OEG-4-7-662356-0376

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Bibliographies, *Continuous Progress Plan, Curriculum Design, *Elementary Schools, Grade Organization, *Individual Development, *Individualized Instruction, *Nongraded System, Self Contained Classrooms, Teacher Aides, Team Teaching

Incorporating various elements of individualized instructional programs and continuous progress plans, a type of open-end education is recommended as a way to enable each child to realize his own potential and make his greatest contribution to society. Aspects of open-end education discussed briefly include a definition of the term (it incorporates nongraded, team teaching, and flexible scheduling), problems with graded schools, use of teacher aides, curriculum patterns, and class and teacher arrangements. A comprehensive proposal for elementary school organization recommends self-contained classes for pupils from kindergarten through the second year level, all-subject-area teaching teams for pupils in third and fourth year levels, and related-subject-area teaching teams for pupils in the fifth through eighth year levels. Separate-subject-area teaching teams are recommended for pupils at the senior high level. A bibliography of 22 items published between 1961 and 1967 is appended. This document was prepared under ESEA Title III. (JK)

ED 030 943

EA 002 240

Sowers, Paul C.

Nongraded Your Elementary School. NASEC Monograph Series, Spectrum.

Northern Arizona Supplementary Education Center, Flagstaff.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No.—DPSC-66-2356; ESEA-Title-3

Pub Date Jun 68

Grant—OEG-4-7-662356-0376

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—Bibliographies, Curriculum Design, *Elementary Schools, Grouping (Instructional Purposes), *Individual Differences, *Individualized Instruction, *Nongraded System, *School Organization, Slow Learners

Special features of a nongraded elementary school program are reviewed as a guide to those wishing to implement the concept as a way to provide individualized instruction and quality education for all students. Emphases include the individual differences of students, the restrictive character of graded schools, curriculum patterns,

levels of instruction, grouping for instructional purposes, progress reports, school organization, and subject scheduling. Nineteen charts, graphs, and other figures indicate the distinctive features of a nongraded elementary school program. A bibliography of 23 items published between 1960 and 1967 is appended. (JK)

ED 030 944

EA 002 260

Finn, Jeremy D.

Evaluation of Instructional Outcomes: The Use of Unstructured Data.

Pub Date Feb 69

Note—21p.; Preliminary Draft of paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 6, 1969).

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Behavior Rating Scales, Data Analysis, Data Collection, *Educational Objectives, *Evaluation Methods, *Measurement Techniques, *Models, Primary Grades

Encouraging a broader view of educational evaluation by emphasizing systematic means for the collection and analysis of a wide variety of types of evaluation data at all educational levels, an extension is proposed to the evaluation rationale formulated several years ago by Ralph W. Tyler. The revised model, patterned after the "multiform organismic system of assessment" devised by the Office of Strategic Services, develops a principle of multiple measurements, placing basic data (test scores, teacher ratings, etc.) in a holistic spectrum consisting of many sorts of objective and subjective data. A "behavior dictionary" of measurable indicators of educational achievement is being developed as a tool for the analysis of quantitative evidence. The model, measuring cognitive, affective, and habitual behaviors in class and school situations, is being developed for initial application at the elementary school level. (JK)

ED 030 945

EA 002 262

Connelly, F. Michael

Conceptual Disciplinary Structures and the Curriculum.

Pub Date Feb 69

Note—13p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 6, 1969).

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Curriculum Design, *Curriculum Development, Ecology, *Instructional Design, *Intellectual Disciplines, Learning Processes, *Psychoeducational Processes

Common approaches to ordering the curriculum content of a scholastic discipline include a hierarchical structuring of the discipline's major concepts and a view of inquiry as learners solving problems. Other approaches include logical prerequisite, concept inclusion, generalization, concept interrelationship, chronology, and subject matter. Countering these views is an approach called "patterns of enquiry," which addresses specific problem areas of a discipline, resulting in a set of logical conditions for curriculum determination. Three principles from biology—(1) antecedent-consequent, classification and taxonomy; (2) structure-function, classification and taxonomy; and (3) structure-function, energetics—illustrate the application of this view to the determination of curriculums for the genealogical study of communities. (JK)

ED 030 946

EA 002 263

Carlson, Richard O. Kiernan, Owen B.

A Plan for Curriculum Innovation in Massachusetts.

Massachusetts State Dept. of Education, Boston. Spons Agency—Boston Safe Deposit and Trust Co., Mass.

Pub Date Sep 66

Note—17p.

Available from—Bureau of Public Information, Department of Education, the Commonwealth of Mass., 182 Tremont Street, Boston, Mass. 02111 (Limited supply, free).

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Curriculum Development, Diffusion, Educational Change, *Educational Innovation, *Information Dissemination, *State Departments of Education

Identifiers—Massachusetts

To facilitate the dissemination of information about new practices in education to the school systems of Massachusetts, a proposal is outlined for the establishment of a communications net-

work to be operated by the State Department of Education. Five stages of development are incorporated in the dissemination plan: (1) Search for information on new instructional practices, (2) selection of innovations by independent advisory board, (3) evaluation by teams of respected Massachusetts educators, (4) dissemination by both mass and personal means, and (5) demonstration in appropriate settings in various regions. The proposal is based on the assumption that the Massachusetts State Department of Education, as advisor and consultant, can contribute significantly to the improvement of education by selecting, evaluating, and disseminating innovative practices in education which show promise of solving major instructional problems. (JK)

ED 030 947

24

EA 002 265

Yeager, John L. Lindvall, C.M.

Evaluating an Instructional Innovation through the Observation of Pupil Activities.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—Reprint-34

Bureau No.—BR-5-0253

Pub Date 68

Contract—OEC-3-16-043

Note—7p.; Reprint.

Journal Cit.—The High School Journal; v51 p248-253 1968

Document Not Available from EDRS.

Descriptors—*Classroom Observation Techniques, Curriculum Development, *Curriculum Evaluation, Data Collection, *Evaluation Methods, *Individualized Instruction, *Instructional Innovation

Identifiers—Individually Prescribed Instruction, IPI

A comprehensive plan for the evaluation of new curriculums and instructional procedures stresses the observation of activities in which pupils are engaged while the instructional program is in operation. Through the Individually Prescribed Instruction Project conducted at the University of Pittsburgh, it was found that all observable pupil activities could be listed under five major categories: (1) independent work, (2) teacher-pupil activity, (3) noninstructional activity, (4) pupil-pupil activity, and (5) group activity. Use of a checklist incorporating these categories to report pupil activities can contribute in three ways to the meaningful evaluation of an instructional innovation. First, it helps to develop or refine the innovation. Second, it facilitates the defining or detailed description of the innovation. And third, it assists the implementation of the innovation in additional schools or settings. (JK)

ED 030 948

EA 002 270

Stake, Robert E.

Toward a Technology for the Evaluation of Educational Programs.

Pub Date 67

Note—17p.; Pages 1-12 in PERSPECTIVES OF CURRICULUM EVALUATION, AERA Monograph Series on Curriculum Evaluation, edited by Ralph W. Tyler, And Others, Rand McNally & Co., Chicago, 1967.

Available from—Rand McNally & Company, Box 7600, Chicago, Illinois 60680 (Complete document 102 pages, \$2.00).

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Achievement Tests, *Curriculum Evaluation, Diagnostic Tests, *Evaluation Criteria, *Evaluation Techniques, Literature Reviews, Measurement, *Measurement Goals, *Program Evaluation

Identifiers—AERA, American Educational Research Association

Reflecting an increased awareness of the need for comprehensive curriculum evaluation, a monograph series has been initiated, focusing on major aspects of curriculum design and development. This introduction to the series defines curriculum evaluation as the collection, processing, and interpretation of two main kinds of data: (1) The objective descriptions of a curriculum's goals, environments, personnel, methods, content, and outcomes; and (2) personal judgments by the evaluator of the curriculum's goals, environments, etc. Available tests related to the evaluation of instruction seldom go beyond achievement testing. New techniques of observation and judgment of total curriculums are needed, with greater attention given to diagnostic testing, task analyses,

and evaluation of goals. As reported in the growing literature on measurement and evaluation, special techniques employed in the behavioral sciences need to be utilized in curriculum evaluation. Through its sponsorship of the monograph series, the American Educational Research Association recognizes its obligation as well as its opportunity to cultivate a methodology for the evaluation of education programs. (JK)

ED 030 949 EA 002 271

Tyler, Ralph W.

Changing Concepts of Educational Evaluation.

Pub Date 67

Note—11p.; Pages 13-18 in **PERSPECTIVES OF CURRICULUM EVALUATION**, AERA Monograph Series on Curriculum Evaluation, edited by Ralph W. Tyler, And Others, Rand McNally & Co., Chicago, 1967.

Available from—Rand McNally & Company, Box 7600, Chicago, Illinois 60680 (Complete document 102 pages, \$2.00).

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Diagnostic Tests, *Educational Programs, *Educational Research, *Evaluation Methods, *Evaluation Techniques, Factor Analysis, Learning Processes, Measurement

The acceleration of educational research has resulted in an array of concepts, research instruments, and methods which demand clarification and integration, because new conditions and assumptions have been introduced without considering their effect upon the educational process. Special attention needs to be given to the development of evaluation procedures for such objects as the educational progress of large populations, educational innovations and the utility of the instruments by which they are evaluated, the use of various forms of factor analysis, the educability of humans generally, the whole area of diagnostic testing, the role of the learner, and the nature of knowledge. If educational evaluation is to make a positive contribution, it must be in harmony with the basic assumptions of educational programs already in operation. (JK)

ED 030 950 24 EA 002 272

Yeager, John L.

Evaluation as an Essential Tool in the Field Testing and Dissemination of Educational Products. Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—Reprint-39

Bureau No.—BR-5-0253

Pub Date 68

Contract—OEC-4-10-158

Note—4p.; Reprint.

Journal Cit.—SRIS Quarterly; v1 n2 p20-22, 1968

Document Not Available from EDRS.

Descriptors—*Adoption (Ideas), *Educational Innovation, *Evaluation, *Information Dissemination, Program Evaluation

Development, field trial, and dissemination are three vital stages that precede the general adoption of an educational innovation. Development should include a clear definition of the innovation, the identification of its essential elements, and a description of its operational characteristics. Field testing should incorporate a provision for careful formative evaluation of the innovation in a great variety of settings. Dissemination should involve a monitoring procedure to evaluate the success of the implementation process. Adequate evaluation at each stage of the process will help to insure that the real worth of the innovation will not be diminished by factors associated particularly with the processes of field trial, field development, and dissemination. (JK)

ED 030 951 EA 002 273

Anderson, James G.

Patterns of Control and Their Consequences in Formal Organizations.

Pub Date 68

Note—52p.; Chapter I in **BUREAUCRACY IN EDUCATION**, The Johns Hopkins Press, Baltimore, 1968.

Available from—The Johns Hopkins Press, Baltimore, Maryland 21218 (Complete document 217 pages, \$7.00).

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—*Bureaucracy, Interpersonal Relationship, *Leadership Styles, Models, Objectives, *Organizational Climate, *Organizations (Groups), *Power Structure, Role Perception,

School Systems, Supervisory Methods, Teacher Role

The problems of control within complex organizations are a direct result of the need to coordinate activities that have been broken down into subunits so that they can be performed by a group of employees. In such organizations, authority is justified on a "rational-legal" basis, and the general pattern of control is through bureaucratic rules. As bearers of authority, rules structure relationships and channel action into conformity with the organizational goals. In addition, rules serve as a means of communication. The directional and boundary functions of rules may become dysfunctional if they are interpreted as minimum standards of performance. Also, rules may cause a means-ends inversion for the organization, leading to unsatisfactory relationships and inflexibility. The means of control are inextricably associated with the structure of the organization. Improvements in organizational effectiveness and need-fulfillment of its members depend upon alterations in the structure of the organization that will facilitate change in the means of control. (DE)

ED 030 952 EA 002 274

Anderson, James G.

The Growth of Bureaucracy in the Schools.

Pub Date 68

Note—47p.; Chapter III in **BUREAUCRACY IN EDUCATION**, The Johns Hopkins Press, Baltimore, 1968.

Available from—The Johns Hopkins Press, Baltimore, Maryland 21218 (Complete document 217 pages, \$7.00).

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—*Bureaucracy, *Power Structure, Professional Training, Role Perception, *School Systems, Sex Differences, Socioeconomic Status, Student Enrollment, Supervisory Methods, *Teacher Characteristics, Teacher Experience, Tenure

Several determinants of the growth of bureaucracy in schools have been isolated. Proliferation of bureaucratic rules is directly related to the size of the school, but inversely related to socioeconomic status of the students. Also, as the proportion of female teachers in a department rises, the number of rules increases, even though more female teachers have tenure than males, and females have more teaching experience than males. Proliferation of rules is greatest in schools having a disparity between the socioeconomic status of the teachers and that of the students; rules are used in these schools to protect the organization from outside influences as well as to provide security for teachers and administrators. Bureaucratic rules are only one of several methods of control available to an organization. The history of the organization, the nature of the profession, the expectations of professionals, and their training may all play a part. It is strongly suggested that the use and acceptance of rules to control and coordinate actions may be peculiar to certain professions. (Author/DE)

ED 030 953 EA 002 276

Ginzberg, Eli

Manpower Needs in a Technological Society and Their Implications for Education.

Pub Date 68

Note—16p.; Pages 35-44 in **TECHNOLOGY AND THE CURRICULUM**, edited by Paul W.F. Witt, Teachers College Press, New York, 1968.

Available from—Teachers College Press, Columbia Univ., 525 West 120th, New York, N.Y. 10027 (Complete document 146 pages, \$2.95).

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Culturally Disadvantaged, *Curriculum Development, *Manpower Needs, Noncollege Preparatory Students, *Student Motivation, *Technology

While the impact of technology has been considerable on those sectors of the American economy whose output consists of volume production (e.g., agriculture, manufacture, and mining), it has been relatively small on the service sector, where two-thirds of all Americans make their living. Trends which should be taken into account by curriculum planners include the large shift in the American labor market to a service-oriented economy, the increasing number of adults who change careers in the middle years, the vast number of Americans who work less

than full time, and the rising importance of vocations to people whose vocations are financially but not personally satisfying. Special attention needs to be given to the development of curriculums for the culturally disadvantaged, to the discovery of ways to motivate learning, to determining ways to develop talents and interests largely neglected (e.g., artistic), and to improve articulation between the educational choices of high school students and their later lives. (JK)

ED 030 954 EA 002 277

Kliebard, Herbert M.

The Curriculum Field in Retrospect.

Pub Date 68

Note—22p.; Pages 69-84 in **TECHNOLOGY AND THE CURRICULUM**, edited by Paul W.F. Witt, Teachers College Press, New York, 1968.

Available from—Teachers College Press, Columbia Univ., 525 West 120th, New York, N.Y. 10027 (Complete document 146 pages, \$2.95).

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—College Preparation, *Curriculum Development, *Curriculum Planning, Educational Sociology, High School Curriculum, *Historical Reviews, Literature Reviews, Noncollege Preparatory Students

Although works related to curriculum planning may be traced back to the ancient philosophers as well as to writers of the 19th century, a number of published works mark 1918 as the real beginning of curriculum planning and development as a field of special study. The writings of Franklin Bobbitt, appearing in the 1920's, were particularly significant in establishing curriculum-making as a distinct field of study. Early curriculum specialists were inclined toward a simplistic mode of thought, regarding complex problems as solvable by such easy means as observing, measuring, or consensus. Curriculum criteria included the social utility of the courses offered, as well as two distinct dichotomies, one distinguishing school subjects as academic or practical and one distinguishing school populations as college preparatory or noncollege preparatory. A critical reexamination of the curriculum field's literary and practical inheritance is crucial if it is to become an increasingly meaningful field of study in its second half-century. (JK)

ED 030 955 EA 002 316

Brissay, F. L. And Others

Problems, Problem-Solving and Human Communication: A Laboratory Approach to Training in Interpersonal Communication. Technical Report.

Air Force Office of Scientific Research, Arlington, Va. Directorate of Information Science; Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Report No.—AF-AFOSR-1055-66

Pub Date Feb 69

Note—204p.

EDRS Price MF-\$1.00 HC-\$10.30

Descriptors—*Communication (Thought Transfer), Complexity Level, Conceptual Schemes, Goal Orientation, Information Theory, *Interpersonal Relationship, Laboratory Experiments, *Laboratory Training, Learning Processes, Operant Conditioning, *Problem Solving, *Semiotics, Statistical Analysis

This technical report is in three parts. Part I is a conceptual treatment of communication in which the human being is viewed as a goal-attainment system. The goal-attainment problem is defined as a discrepancy between the current state of the system and a specified goal state. Several forms of the communicative relationship are outlined. Part II describes a Task-Directed Learning (TDL) approach to communication training in which participants generate and critically examine their interpersonal communication in relation to selected measures of effectiveness in solving laboratory problems. Brief descriptions of problems and related materials (Vocoms problems) are included. Part III summarizes objective performance data (time, error, and recall) for selected Vocoms problems, and presents some informal suggestions for research in interpersonal communication. (Authors/MLF)

ED 030 956 24 EA 002 327

Sjogren, Douglas And Others

The Development of an Instrument for Assessing the Personal Values of Educational Administrators. Final Report.

Colorado State Univ., Ft. Collins.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-H-016
Pub Date Apr 69
Grant—OEG-8-8-080016-2006-057
Note—90p.

EDRS Price MF-\$0.50 HC-\$4.60

Descriptors—*Administrative Personnel, Behavior Patterns, Ethical Values, Literature Reviews, *Measurement Instruments, Models, *Personality Assessment, *Personal Values, Questionnaires, Reliability, *School Surveys, Validity

Identifiers—Personal Values Questionnaire, PVQ
An instrument for measuring the value orientation of educational administrators was constructed following the model developed by England for measuring the value orientation of managers. The instrument was administered, via mail, to a stratified sample of 210 administrators from five States in the Plains and Rocky Mountain areas. Respondents rated the importance of 82 concepts contained in the questionnaire and specified which of four descriptions best indicated the meaning of each concept. When translated into value orientation types suggested by England, the responses indicate that school administrators as a group have primarily an ethical-moralistic personal value orientation, and, secondarily, a pragmatic orientation. These findings represent a reversal of England's findings for managers. Little or no relationship was found between value orientation classifications and selected personal characteristics of administrators. The reliability and validity data for the instrument indicate that further refinement and study of the instrument are needed before it can be used with confidence as a research or assessment tool. (Author/JH)

ED 030 957 24 EA 002 345

Provas, Malcolm M.

The Discrepancy Evaluation Model: An Approach to Local Program Improvement and Development.

Pittsburgh Public Schools, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0158
Pub Date 69
Contract—OEC-1-7-000059-0059
Note—107p.

EDRS Price MF-\$0.50 HC-\$5.45

Descriptors—Bibliographies, Educationally Disadvantaged, *Educational Programs, Evaluation Criteria, *Evaluation Methods, *Models, Program Development, *Program Evaluation, Program Improvement, Speech Education, *Urban Schools

Identifiers—ESEA Title I

A schema for the evaluation of ESEA Title I and III programs is based upon the view that evaluation should be considered as a process for program development and stabilization. Following a general systems approach and applying management theory, the model includes methods for using evaluation as a program improvement tool, with educational performance regarded as an output produced by the interaction of educational inputs (e.g., students, teachers, and materials) with the educational process. The model incorporates five stages of evaluation: (1) Program design, (2) program operation, (3) program interim products, (4) program terminal products, and (5) program cost. Each stage of the model is explained, and guides to assist in decision making by the program administrator are formulated. A Program Interim Assessment Profile charts the evaluation of a program with respect to comprehensiveness, internal consistency, program compatibility, program implementation, relation of process to outcomes, program effectiveness, and program efficiency. Seven appendixes relate the application of the evaluation model to an illustrative case history, the Standard Speech Development Program, serving 5,000 seventh- and eighth-grade students in 37 qualifying schools. A bibliography of 18 items is included. (JK)

ED 030 958 08 EA 002 346

McAbee, Harold V.

The Oregon Planning Programming Budgeting Systems Institute. Final Report.

Oregon State System of Higher Education, Monmouth. Teaching Research Div.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0398

Pub Date 31 Dec 68
Grant—OEG-8-080398-3602-085
Note—114p.

EDRS Price MF-\$0.50 HC-\$5.80

Descriptors—Bibliographies, *Cost Effectiveness, Economic Research, Educational Finance, Educational Objectives, *Institutes (Training Programs), *Program Budgeting, Program Evaluation, *Program Planning, Statistical Analysis, Systems Analysis, Vocational Directors, *Vocational Education

Identifiers—Planning Programming Budgeting System, PPBS

The Oregon Planning-Programming-Budgeting-Systems Institute, which was held August 19 through 30, 1968, was one of three such institutes financed by the U.S. Office of Education, Bureau of Vocational Education. It was designed to acquaint State level vocational education administrators with the potential and workings of planning, programming, budgeting systems (PPBS). The need for and potential of the PPBS approach to budgeting are outlined in this final report along with a discussion of areas for further research, development, and application. Briefs of all institute presentations and other activities are included along with an 84-entry bibliography on PPBS, the formal program of the institute, a list of participants, and an evaluation of the institute. Basic economic principles of PPBS are explained and applications of cost-benefit and cost-effectiveness analysis are detailed. A sample cost-benefit problem is appended. (Author/DE)

ED 030 959 EA 002 350

Norton, Daniel P.

Management Emphases in the Installation of an Evaluation Staff for Federally-Funded Projects in a Large City.

Pub Date 8 Feb 69
Note—13p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 8, 1969).

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Administrative Organization, Compensatory Education Programs, *Decision Making, *Federal Programs, *Personnel Selection, Planning, *Program Evaluation, Staff Utilization, *Urban Schools

Identifiers—ESEA Title I

Training in design and test development may not be of much help in dealing with the evaluation of Federally funded projects in a large city school system. Planning and carrying out evaluation in a large urban school system requires that much skill and time be spent on typically managerial pursuits. Therefore, a specialist in evaluation and research management is highly desirable. His duties should be mostly concerned with strategic issues such as management control, strategic planning, operational control, and the necessary person-to-person interactions. Such a person is likely to be less than adequate in dealing with technical evaluation issues. However, he should head up the evaluative effort, with a specialist in research design and test development assigned to carry out the actual evaluation. (TT)

ED 030 960 EA 002 352

Loomer, Bradley M.

Objectives and Assessment: The Task.

Iowa Univ., Iowa City. Iowa Center for Research in School Administration.

Report No—SR-67

Pub Date Feb 69

Note—12p.; Paper prepared for Annual Conference on School Administration and Supervision (53rd).

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Administrator Role, Affective Behavior, Cognitive Processes, Curriculum Guides, Curriculum Research, *Educational Objectives, *Evaluation, Learning Theories, Literature Reviews, Psychomotor Skills, *Student Behavior, *Taxonomy, *Teacher Behavior

Although literature on educational objectives dates back more than 50 years, the last 20 years have seen a renewal of interest in objectives. The taxonomy approach currently in use expresses objectives in terms that are evidenced by pupil behavior. This approach deals with objectives that relate to three separate domains of learning: Cognitive, affective, and psychomotor. Although the domains are analytically separate, in reality they work together. Curriculum guides indicate that the majority of schools fall between an all-inclusive approach and a highly specific approach to stating objectives. The literature also contains

groupings of objectives as ultimate and immediate, or as general and specific. Several sources state that curriculum theory is limited by the functions educational objectives perform. Too many objectives attempt to prescribe and predetermine the behavior of the next generation. Teachers perform a more specific role, administrators a more general role, in relation to objectives. Belief in a particular learning theory does affect the process of stating objectives. (MLF)

ED 030 961 EA 002 355

Perkins, Joseph A., Jr.

PPBS and MIS: Their Role in Managing Education.

Pub Date Mar 69

Note—15p.; Paper presented at the National School Finance Conference (New Orleans, Louisiana, March, 1969).

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Cost Effectiveness, Data Processing, Decision Making, Educational Objectives, *Information Systems, *Program Budgeting, Program Costs, *Program Planning, *Resource Allocations, *School Administration, School Community Relationship

Identifiers—Management Information System, MIS, Planning Programming Budgeting System, PPBS

Planning, Programming, Budgeting Systems (PPBS) provide a new approach to the optimum use of limited school system resources in improving the learning process. In conjunction with Management Information Systems (MIS), PPBS is a tool which school officials can use to communicate to taxpayers the necessity for current school programs and the manner in which tax dollars are being allocated. PPBS requires that general educational goals, based on perception of the needs of the community, be translated into specific, quantifiable objectives to be carried out in specified time periods. Programs for carrying out these objectives are then specified and compared for expected effectiveness and cost. Approved longrun and shortrun programs are budgeted and put into operation. The various program operations are evaluated by a previously established criterion for fulfillment of the specified objectives. To estimate, evaluate, and report on operating systems within the multiyear PPBS framework, certain MIS data are required. The five major categories of MIS data are pupil data, program data, personnel data, facilities data, and financial data. On the basis of this data the school administration makes its decisions regarding programs and budgets. (DE)

ED 030 962 EA 002 358

Consultant Role Study: Regional Perceptions and Practices.

Regional Curriculum Project, Atlanta, Ga.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No—ESEA-Title-5

Pub Date Dec 68

Note—80p.

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—Change Agents, *Consultants, Consultation Programs, Educational Improvement, Evaluation, *Instructional Staff, *Regional Cooperation, *State Departments of Education, *Vocational Education Teachers

An interview schedule was administered to 180 respondents (116 instructional consultants, seven directors of instructional consultants, 51 vocational consultants, and six directors of vocational consultants) to determine the regional point of view of the consultant role in the six-State area of Alabama, Florida, Georgia, North Carolina, South Carolina, and Tennessee. Survey data are reported in three sections. Sections 1 and 2 distinguish 11 categories of responses from vocational and instructional consultants, including sources of requests, individuals and groups with whom consultants work, frequency of consultant activities, and evaluation of consultant activities. Section 3 reports responses for all respondents to four categories of open-ended interview data: Satisfying experiences, dissatisfying incidents, drawbacks, and dreams and projections. Findings of the study indicate that the two modus operandi of the instructional and vocational consultants are distinct but that both kinds of consultants consider themselves as change agents and find their work satisfying when they are able to effect change. The report is designed to assist individual

State departments of education in their efforts to improve their working relationships with local schools. (JK)

ED 030 963

EA 002 371

Miklos, Erwin

Organizational Structure and Teacher Behavior.

Pub Date 26 Apr 69

Note—37p.; Paper presented at the Annual Western Research Institute (14th, San Francisco, Calif., April 26, 1969).

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—*Bureaucracy, *Interaction, Literature Reviews, *Power Structure, *School Organization, School Systems, *Teacher Behavior

Two major approaches to the analysis of the organizational structure of schools are described. The rational approach focuses on characteristics that are bureaucratic and relate to the hierarchical exercise of authority. The natural-system approach focuses on the social structure and attempts to identify the power structure through analyses of interaction, communication, and reliance patterns. A number of studies are reviewed to help clarify basic concepts of the two approaches and determine sources of influence upon the behavior of teachers. Subjects covered in the review include characteristics of influential, the identification of subgroups for the general communication structure and the informal socializing structure, characteristics of subgroup members, the relationship between influence structure and innovation, bureaucracy as a unitary or multidimensional concept, and dimensions of authority and expertise. To meet the demands of current and future educational practices, organizational structures must be designed that are based upon these and other conceptualizations of particular relevance to schools and school systems. (JK)

ED 030 964

EA 002 378

Salary Schedules for Teachers, 1968-69. Public-

School Salaries Series.

National Education Association, Washington,

D.C.

Report No.—RR-1968-R13

Pub Date 68

Note—123p.

Available from—Publications Sales Section, National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 435-13366, \$2.25).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Comparative Statistics, *National Surveys, *Public School Systems, Salary Differentials, Suburban Schools, *Teacher Salaries

This report summarizes teacher salary information obtained from the 1968-69 salary schedules of 1,749 school systems with enrollments of 1,200 or more. The school systems represented by these data employ approximately 87% of all classroom teachers, and enroll approximately 89% of all public school pupils in the nation. For comparative purposes the total sample of school districts are stratified according to pupil enrollment groupings as follows: (1) 100,000 or more, (2) 50,000-99,999, (3) 25,000-49,999, (4) 12,000-24,999, (5) 6,000-11,999, (6) 3,000-5,999, and (7) 1,200-2,999. In the first section of the report, 22 tables are used to summarize data for all seven groups of the sample strata. The data concern minimum scheduled salaries, increments, recognition of advanced study, merit provisions, professional growth requirements, and various administrative provisions. The second section of the report lists, alphabetically by State, specific salary schedule information for each responding school system with an enrollment of 6,000 or more (strata 1 through 5). The final section lists, by district, salary data for 206 selected high-income suburban school systems. (JH)

ED 030 965

EA 002 379

The Elementary School Principals in 1968. A Research Study.

Department of Elementary School Principles, Washington, D.C.

Pub Date 68

Note—165p.

Available from—Department of Elementary School Principals, National Education Association, Washington, D.C. 20036 (=181-05556 cloth \$6.50;=181-05554 paperback \$5.00).

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Administrator Background, Administrator Characteristics, Administrator Qualifications, Administrator Role, Educational Innovation, *Elementary Schools, *Principals, Program Evaluation, Salaries, School Community Relationship, School Organization, School Supervision, *School Surveys, Staff Utilization, Working Hours

This report summarizes the results of a 1967 survey designed to obtain a better understanding of the characteristics, duties, and opinions of the nation's elementary school principals. A questionnaire mailed to a national sample of 2,551 elementary school principals elicited a 91.7% response rate. These responses are described in 11 chapters containing 104 tables which provide the following types of information about the elementary school principal: (1) Personal and professional characteristics, (2) experience and preparation, (3) working conditions, (4) salary rates, (5) administrative responsibilities, (6) organizational responsibilities, (7) resource utilization, (8) supervisory responsibilities, (9) relationship with the community, (10) use and evaluation of organizational and instructional innovations, and (11) use and evaluation of selected special school programs. In the final chapter, the general results of the survey are compared with the results of a similar survey of the nation's principals conducted in 1958, and several problem areas which may affect the future role of the elementary school principal are suggested. (JH)

ED 030 966

EA 002 381

Fitzwater, Ivan W.

Practical Techniques for High School Administration.

Indiana Public School Study Council, Muncie.

Pub Date 68

Note—107p.

Available from—The Interstate Printers & Publishers, Inc., Danville, Illinois 61832 (\$2.95).

Document Not Available from EDRS.

Descriptors—Administrative Organization, *Administrator Guides, Curricular Activities, Curriculum Development, Educational Innovation, Educational Objectives, Guidance Counseling, *High Schools, *Principals, Public Relations, Scheduling, School Accounting, Staff Meetings, Staff Utilization, Student School Relationship, Supervisory Methods, Teacher Evaluation, Teacher Recruitment

This document offers specific, practical techniques for dealing with the multiple responsibilities and problems associated with contemporary secondary school administration. The document's 18 chapters provide the secondary school principal with guidelines applicable to the following areas of secondary school administration: (1) Development of philosophy and goals, (2) curriculum development and innovation, (3) selection and organization of staff, (4) inservice training, (5) student control, (6) management of facilities and finances, and (7) dissemination of information to the public, staff, and students. These guidelines stress the need for continued administrative leadership toward the development of a team approach to school problems. (JH)

ED 030 967

EA 002 382

Case, C. Marston

The Application of PERT to Large-Scale Educational Research and Evaluation Studies.

Educational Testing Service, Princeton, N.J.

Report No.—RM-69-14

Pub Date 8 Feb 69

Note—16p.; Paper presented at the Annual Meeting of the Amer. Educ. Res. Assn. (Los Angeles, Calif., Feb. 8, 1969).

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Critical Path Method, Educational Researchers, Manpower Utilization, Networks, *Objectives, Program Coordination, *Program Evaluation, *Program Planning, *Research Projects, Resource Allocations, Task Analysis, Work Simplification

Identifiers—PERT, *Program Evaluation and Review Technique

The application of a PERT system to a large-scale project will increase the probability of accomplishing project objectives by providing greater visibility of (1) the project objectives, (2) the relationships among the parts of the projects, and (3) the relationships of those component parts to the project objectives. Consequently, educational researchers should find that a PERT system will increase their collective ability to

coordinate planning and evaluation efforts. A review of a PERT system applied to a study of disadvantaged school children indicates that in order to achieve optimal utility, the system should be implemented well ahead of the project starting time, and must be responsive to program developments through continued updating procedures. (JH)

ED 030 968

EA 002 389

Queer, Glenn

An Analysis of Teacher Rating Scales: A National Survey.

Pub Date Jun 69

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Content Analysis, *Evaluation Techniques, *National Surveys, Rating Scales, *School Districts, *School Policy, *Teacher Rating

The content of teacher rating scales was investigated in a recently completed survey of the nation's 60 largest school districts. Of the 53 responding districts, 50 indicated that they are currently using some type of rating scale to measure teacher performance. Districts reported the purpose and type of scale being used, the frequency of rating, and the major evaluation categories. Respondents also indicated the types of teachers normally rated and the person(s) responsible for teacher rating. The appendix includes a frequency count of all responses. (JH)

ED 030 969

EA 002 390

Greenfield, T.B. And Others

Developing School Systems: Planning, Organization, and Personnel. A Manual for Trustees, Administrators, and Teachers.

Ontario Inst. for Studies in Education, Toronto.

Dept. of Educational Administration.

Pub Date 69

Note—177p.

Available from—Publications Sales Office, The Ontario Institute for Studies in Education, 102 Bloor Street West, Toronto 5, Ontario, Canada (\$3.50).

Document Not Available from EDRS.

Descriptors—*Administrator Guides, Board Administrator Relationship, Data Processing, Decision Making, *Educational Change, Educational Objectives, *Educational Planning, Financial Policy, *Organizational Change, Personnel Policy, Purchasing, School Community Relationship, School Maintenance, *School Organization, School Planning, Student Transportation

This manual is designed to assist school board members, administrators, and teachers in the tasks of assessing present educational organizations and developing new ones. Each chapter in the manual has two major sections, the first containing a general discussion of the chapter topic and the second containing detailed guidelines which suggest specific courses of action for those who accept the principles of the chapter and wish to put them into practice in a school system. A model for effective planning and decision making is developed in the first chapter and is demonstrated in chapters 3 and 4, which deal with school system organization and personnel administration. The second chapter focuses on the roles of the school board and school administrators in the decision-making process. Chapters 5 through 10 are concerned with management of the support services of school systems and include guidelines for efficient financial management, plant management and development, pupil transportation, purchasing, and data processing. The final chapter illustrates principles for effectively linking the school system with its social environment. (JH)

ED 030 970

EA 002 391

Stanavage, John A.

Man About School or How Can the Principal Be or Become an Instructional Leader?

Pub Date Feb 68

Note—16p.; Paper presented at the National Assn. of Secondary School Principals meeting (Atlantic City, N.J., Feb. 1968).

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Administrative Organization, *Administrator Role, Change Agents, *Instructional Design, *Leadership Responsibility, Leadership Styles, *Principals, *Secondary Schools, Teacher Administrator Relationship

To perform effectively the role of instructional leader, the contemporary secondary school principal must reorganize his "principalship" by delegating to staff assistants responsibility for such managerial activities as student control, student activities, public relations, and plant operation. Following such a reorganization, the principal will find time for those activities more fundamental to the role of instructional leader, including classroom observation, staff committee sessions, individual conferences with teachers and students concerning the instructional program, attendance at educational curriculum meetings, and reading and writing. A staff organization which allows the principal to function as the instructional leader should be a primary goal for any principal who wishes to affect instruction and curriculum development in his school. (JH)

ED 030 971 24 EA 002 392

Miles, Matthew B.

The Development of Innovative Climates in Educational Organizations.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—RN-EPRC-6747-10; SRI-P-6747

Bureau No.—BR-7-1013

Pub Date Apr 69

Contract—OEC-1-7-071013-4274

Note—35p.; Edited and extended from remarks at National Conference of Innovative Educators (4th, San Francisco, December 16-18, 1968).

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—*Behavior Change, Bibliographies, Change Agents, *Educational Administration, Educational Improvement, *Educational Innovation, Educational Planning, Evaluation, *Group Norms, *Organizational Climate, Sanctions, School Systems

The actualization of educational improvements in school systems necessitates an innovative climate. A schematic diagram shows seven functions as constituting the planning and inventing process for educational improvement. Of these seven functions, four are developmental and adaptation processes, and three provide for the routinization of building changes into a system. Management of educational improvements in a school system requires organization of these diverse processes. Three suggestions for promoting an innovative climate are as follows: (1) Coordination, the steering and development of innovative processes, is necessary. (2) Structures to manage innovative processes can be created and existing ones utilized (seven types of structures are described). (3) Climate, a diffuse concept in educational literature, can be replaced by the well-defined, social-psychological concept of group norm, which specifies organizational conditions promoting innovativeness. The necessary elements of a norm are a group, interaction time among the group, specific ideas of desirable or undesirable behavior, and sanction. Empirical data on innovativeness norms and nine different strategies for changing norms are presented. (MLF)

ED 030 972 EA 002 393

Harman, W. W.

Educational Policy Research—Toward a Unifying Focus.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—Research Note EPRC-6747-6; SRI Project 6747

Bureau No.—BR-7-1013

Pub Date Oct 68

Contract—OEC-1-7-071013-4274

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—Behavior Change, *Changing Attitudes, Decision Making, Educational Change, *Educational Objectives, *Educational Policy, *Individual Development, *Research and Development Centers, Self Actualization, Social Change, Social Factors, Social Problems, Values

This paper summarizes some of the considerations which have affected the Center's research directions during the first half year of operation. The focus on the individual and on how educational policy choices relate to the individual is justified by three characteristics of the years

ahead. (1) The role of education in alleviating social problems is becoming increasingly broad. It is argued that an urgent task of education and, therefore, of the Center, is to promote desirable changes in deeply rooted beliefs, values, attitudes, and behavior patterns. (2) Individuals and institutions will continue to be subjected to stresses from technological and social change. This necessitates that education prepare individuals for the future and help determine what that future society may be like. (3) The nation has the material and technological resources to implement the national goal of well-being for the individual. National goals are repeated which stress the balance of educational systems between the roles of serving a socializing function and aiding individual self-fulfillment. In conclusion, the Center's future contributions to educational change are considered. (MLF)

ED 030 973 24 EA 002 398

Mogor, Robert E.

Conceptual Models of Educational Processes and an Inventory of Change Processes.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—RN-EPRC-6747-3; SRI-P-6747

Bureau No.—BR-7-1013

Pub Date Nov 67

Contract—OEC-1-7-071013-4274

Note—31p.; Draft paper first presented within a Progress Report during pilot phase of EPRC.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—*Conceptual Schemes, Educational Change, *Educational Improvement, *Educational Innovation, Educational Psychology, Educational Strategies, Educational Technology, *Educational Theories, Models, Perceptual Development, *Psychoeducational Processes, Taxonomy

A general, conceptual model describing the elements and sequencing of the educational process is presented with a submodel which greatly elaborates segments of the general model. The submodel orders both persons and educational techniques in terms of two major modes of perceiving the world and two major modes of judging what has been perceived. Particular educational techniques will have differential appeal and relevance to each perception-judgment life style. The uniformity, congruity, and complementary or compensatory approaches for matching persons to educational techniques are defined and discussed. The existing system of education employs primarily one form of the uniformity approach and leaves the bulk of human resources undeveloped. Work to date on an inventory of innovative educational techniques or change processes has concentrated on developing a comprehensive, reliable, and useful change process report form. The form has been applied to identified innovative techniques, and procedures have been established for integrating and applying the data collected. A copy of the form is appended. (DE)

ED 030 974 EA 002 400

Sanders, Donald P.

Planning for Educational Development.

Ohio State Univ., Columbus. Evaluation Center.

Pub Date [67]

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Cost Effectiveness, Developing Nations, Economic Development, *Educational Needs, *Educational Objectives, *Educational Planning, *Educational Strategies, Human Capital, Program Development, Resource Allocations, Social Change, *Social Planning

Planning for development in education is a process which requires fundamental changes in the world view, attitudes, knowledge, and skills of people. To satisfy future requirements for educated persons, the education system must be viewed as an instrument for the attainment of human goals, and planning must determine how many persons must learn what and how well. Because the existing system will constrain both the targets set and the direction of future changes in the system itself, the first step in planning is an assessment of this system. Assessment includes a "mapping" of the education system on a disaggregated basis with a break-down into operationally useful divisions. Trends in influence of private institutions must be anticipated since

these are less manageable from the public sphere. Complete data in such relevant categories as capacity, efficiency, effectiveness, and cost are to be gathered. Targets are set and are linked to specific educational institutions by working backward from the targets to the inputs required. Limited resources will require that priorities be established among the targets. (DE)

ED 030 975 EA 002 401

Fischer, John H.

The Governance of Public Education.

Pub Date 12 May 69

Note—18p.; Paper presented at the Far West Conference sponsored by the AASA (Las Vegas, Nevada, May 12, 1969).

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Administrator Responsibility, Disadvantaged Youth, *Educational Change, Educational Objectives, Educational Policy, Equal Education, *Governance, *Learning Processes, *Public Education, Relevance (Education), *School Role, Social Change, *Social Problems, Superintendent Role, Universal Education

To achieve significant educational change responsive to the major problems of our society, the following assumptions which continue largely to dominate education must be reexamined: (1) That education is a privilege to be enjoyed by those who are able to obtain it for themselves, and a form of charity for those less fortunate; (2) that a principal function of education is to separate and classify students by group and by level; (3) that education is exclusively a process by which the older generation transmits established knowledge to the younger generation; and (4) that education should be isolated from other aspects of political life. These revisions are necessary to implement an educational policy of the future which stresses the needs for (1) increased cooperation and coordination with other agencies and groups in efforts to alleviate major social ills, (2) a shift in emphasis from teaching to learning, and (3) administrators who are aware of and responsive to the demands of their culture and community. (JH)

ED 030 976 EA 002 402

Lucio, William H., Ed.

The Supervisor: New Demands, New Dimensions.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 69

Note—115p.; Papers presented at a Conference sponsored by the ASCD Commission on Problems of Supervisors & Curriculum Workers (New Orleans, La., Dec. 1967).

Available from—Association for Supervision & Curriculum Development, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.50).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Administrative Organization, *Administrator Role, Adult Learning, Change Agents, Collective Negotiation, *Educational Change, Evaluation Criteria, *Leadership Responsibility, Management Development, Professional Recognition, Relevance (Education), *School Supervision, Supervisor Qualifications, Supervisory Training, Teacher Militancy, Teacher Role, Team Teaching

This document contains seven papers which examine the functional and organizational roles of the school supervisor in the context of new social, organizational, and professional demands on the school. The papers were presented at a 3-day symposium which focused on three related themes. The first theme, "The Supervisor: New Demands, New Dimensions," is treated by C. Taylor Whittier in his paper "The Setting and New Challenges." Papers concerned with the second theme, "Coping With Role Realities," are "Helping Adults Change," by Gordon J. Klopff; "Influencing Professional Negotiation," by William F. Young; "Assessment of Learning Outcomes," by J. Thomas Hastings; and "Coordinating the Team," by George W. Denemark. The third theme, "Career Development," provides the subject for "Implications for Career Development," by William H. Lucio, and "The Supervisor and His Professional Identity," by Jack R. Frymier. (JH)

ED 030 977

EA 002 403

NDEA Institute for In-Service Training of Educational Planners for State Departments of Education.

Institute for State Educational Planners, Mankato, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date: Oct 68

Note—110p.; Papers presented at the National Conference on Educational Planning (Mankato, Minnesota, Oct. 17-25, 1968).

EDRS Price MF-\$0.50 HC-\$5.60

Descriptors—*Educational Planning, Federal State Relationship, Information Needs, *Information Systems, Information Utilization, Inservice Programs, *Institutes (Training Programs), Political Influences, Program Budgeting, *Program Evaluation, Program Planning, Rural Education, Sociocultural Patterns, *State Departments of Education, State Programs

This document includes the papers presented at an inservice training institute for planners from state education agencies. Guidelines concerning information analysis techniques and basic pupil, personnel, and fiscal information needs are covered in papers by Stanley Hecker, John J. Stiglmeier, Paul Bethke, Robert L. Hopper, and Burton D. Friedman. Outside sociocultural and political influences affecting the planning process are described in papers by Donald Leu and Merlin G. Duncan. Suggestions for planning quality rural education are included in papers by Arnold Gallegos and Vito Perrone. Papers delivered by Paul G. Orr and Gerard H. Gaynor describe the preparation and function of local planners and the planning role of the educational manager. Existing comprehensive statewide planning programs in Texas and North Dakota are described in papers by Charles Nix and Kent G. Alm. The effect of changing Federal-State relationships on educational planning is the topic of a paper by Harry Phillips. (JH)

ED 030 978

EA 002 404

Sisson, Roger L.

An Hypothetical Model of a School.

Spons Agency—Pennsylvania Univ., Philadelphia.

Fels Inst. of Local and State Government.

Pub Date Sep 68

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Academic Achievement, *Elementary Schools, Expenditure Per Student, *Mathematical Models, *Operations Research, Parent Education, Parent School Relationship, *Resource Allocations, School Community Relationship, School Space, Socioeconomic Background, Student Teacher Ratio

A hypothetical mathematical model of a school is presented to (1) illustrate what such a model would look like, (2) determine its value to decision makers, and (3) determine its data requirements. The model relates increases in achievement to student/staff ratio, a measure of staff quality, materials used, space available, effort in community relations, and the socioeconomic background of students. The relationship is nonlinear. The model is illustrated numerically by use of hypothetical data. Use of the model in a search for optimum school resource allocation is discussed briefly, and further developments are outlined. (Author/DE)

ED 030 979

EA 002 405

Hippel, John F.E.

The "Wall of Separation" between Church and State.

Pub Date 12 Apr 69

Note—20p.; Adopted from address presented at the National School Board Assn. meeting (Miami Beach, Florida, April 12, 1969).

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Bus Transportation, Federal Aid, Federal Legislation, *Financial Support, *Legislation, Lunch Programs, *Parochial Schools, Released Time, School Taxes, State Aid, *State Church Separation, State Legislation, *Supreme Court Litigation, Textbooks

The constitutionally erected wall of separation between church and state is the only viable foundation for maintaining religious freedom and for preserving our public school system. The patchwork of recent court decisions and State and Federal legislation concerning aid to parochial schools threatens to erode that wall. Justifications for such aid are based on (1) separability of

religious and secular functions of parochial schools, (2) provision of proper public welfare assistance to all students, even when they are not enrolled in public schools, (3) cries of discrimination against religion, or (4) saving of taxpayers' money. Some of these justifications are couched in fallacious reasoning and all become unimportant in the face of constitutional principle. Current aid to parochial schools is establishing the precedent for future demands for aid by more religious groups who desire to segregate their children from the public schools, which have been of vital importance as a great cultural "melting pot" for national unity. (DE)

ED 030 980

24

EA 002 406

Blommers, Paul

Comments on Professor Memick's Paper Entitled "The Criterion Problem in the Evaluation of Instruction: Assessing Possible, not Just Intended Outcomes."

California Univ., Los Angeles. Center for the Study of Evaluation of Instructional Programs.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—CSE-R-23

Bureau No—BR-6-1646

Pub Date May 69

Contract—OEC-4-6-061646-1909

Note—6p.; From the Proceedings of the Symposium on Problems in the Evaluation of Instruction (Los Angeles, December 1967).

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Affective Behavior, Cognitive Development, *Cognitive Processes, Educational Objectives, *Evaluation Criteria, *Individual Differences, *Instructional Programs, Program Evaluation, Values

This paper comments on the thesis that cognitive style and affective reaction variables ought to be taken into account in the evaluation of instruction. Observations are expressed as questions relating to cognitive style: Which style is it better for an individual to have? Can cognitive style be adapted to fit a particular learning task? Can it be shaped by another person? How can it be measured? In what way does it aid in estimating gain in the learning efficiency of pupils? Are cognitive styles relatively independent or do they complement one another? The answers to such questions are considered essential before decisions are made regarding the role of cognitive styles in the instructional program. A related document is EA 002 473. (MLF)

ED 030 981

24

EA 002 408

Harris, Chester

Comments on Professor Wiley's Paper Entitled "Design and Analysis of Evaluation Studies."

California Univ., Los Angeles. Center for the Study of Evaluation of Instructional Programs.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—CSE-R-29

Bureau No—BR-6-1646

Pub Date May 69

Contract—OEC-4-6-061646-1909

Note—7p.; From the Proceedings of the Symposium on Problems in the Evaluation of Instruction (Los Angeles, December, 1967).

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Data Analysis, *Evaluation Techniques, Hypothesis Testing, Input Output Analysis, *Instructional Programs, *Methodology, *Research Design

Three critical issues in the design and analysis of evaluation studies suggested at the conference are (1) the univariate versus multivariate dependent variable studies, (2) the choice of a response surface design over the conventional fixed model, and (3) the tendency to interpret every study as if it were being done for the first time. Taking into account prior information is a step that would most improve the design and analysis of evaluation studies. Related documents are EA 002 409 and EA 002 535. (MLF)

ED 030 982

24

EA 002 409

Husek, Theodore

Comments on Professor Wiley's Paper Entitled "Design and Analysis of Evaluation Studies."

California Univ., Los Angeles. Center for the Study of Evaluation of Instructional Programs.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—CSE-R-30

Bureau No—BR-6-1646

Pub Date May 69

Contract—OEC-4-6-061646-1909

Note—6p.; From the Proceedings of the Symposium on Problems in the Evaluation of Instruction (Los Angeles, December 1967).

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Context Clues, Data Analysis, *Evaluation Techniques, *Instructional Programs, *Item Analysis, *Methodology, *Research Design, Specialists, Units of Study (Subject Fields)

The major task of the methodology in evaluation is the development of new ways of helping the content specialist construct and evaluate educational products. Data collection and analysis—paying attention to both the unit of study and the distributions of scores in tests, as well as the mean—are important. Reexamining the nature of items used in evaluation studies and examining new indices are key features of evaluation. Item sampling and the questions of context effect and optimal use are also discussed. Related documents are EA 002 408 and EA 002 535. (MLF)

ED 030 983

24

EA 002 411

Alkin, Marvin C. And Others

Preliminary Analysis of Data for a Secondary School Input-Output Model.

California Univ., Los Angeles. Center for the Study of Evaluation of Instructional Programs.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—CSE-R-42

Bureau No—BR-6-1646

Pub Date Feb 69

Contract—OEC-4-6-061646-1909

Note—117p.

EDRS Price MF-\$0.50 HC-\$5.95

Descriptors—Academic Achievement, Cost Effectiveness, *Input Output Analysis, *Mathematical Models, *Performance Criteria, School Statistics, School Surveys, *Secondary Schools, *Statistical Analysis

This is a preliminary report of a project which has as its goal the construction of a mathematical model representing the interrelationships among certain categories of phenomena of the secondary school. These phenomena are classified as being either administratively uncontrollable input, administratively controllable input, or output characteristics of the system. The report is divided into two major sections. The first section includes preliminary multiple regression analysis of data from a sample of 100 California high schools collected by the Western Association of Schools and Colleges. This analysis provides an understanding of basic relationships to be anticipated in future applications of the model. The second section provides an overview of the expectations of the second phase of the project and summarizes the requirements for a full-scale study. An 87-page appendix contains tables illustrating the data collected for the study. (Author/JH)

ED 030 984

EA 002 414

Ten Haken, Richard E.

Guide for Successful Bonding. Monograph 2.

Central New York School Study Council, Syracuse.

Pub Date 69

Note—44p.

Available from—Central New York School Study Council, Syracuse University, 218 Slocum Hall, College Place, Syracuse, New York 13210 (\$2.95).

Document Not Available from EDRS.

Descriptors—*Administrator Guides, Bibliographies, *Bond Issues, Credit (Finance), *Educational Finance, Financial Services, Investment, Legal Aid, *School Districts

This monograph provides an introduction to the procedures of bonding. Although it was prepared for school systems within the State of New York, the information which it contains is of general applicability. The importance of obtaining the services of a national bonding attorney and a financial consultant is discussed. The guide outlines the meaning of credit ratings by such institutions as Moody's and Standard and Poor's and reveals how such ratings are obtained. Important considerations in publicity and notice of sale are presented in addition to a discussion of the prospectus. The timing of both the sale and the delivery of the bonds is discussed along with ways of investing temporarily excess funds. Several checklists for bonding procedures are appended to the guide. These cover legal services, financial planning, selected credit ratings, prospectus, publicity and notice of bond sale, and the actual

bond sale. A bibliography containing 33 entries on bonding is also appended. (DE)

ED 030 985 24 EA 002 415

Campbell, Vincent N. Markle, David G.
Identifying and Formulating Educational Problems. Final Report.

American Institutes for Research, Palo Alto, Calif.; Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2931

Pub Date Apr 68

Contract—OEC-4-7-062931-3064

Note—93p.

EDRS Price MF-\$0.50 HC-\$4.75

Descriptors—Administrative Personnel, *Critical Incidents Method, Decision Making Skills, *Educational Needs, Educational Objectives, Educational Planning, Evaluation Criteria, *Experimental Groups, Literature Reviews, *Problem Solving, *School Districts, Teachers, Training

The aim of this project was to develop effective techniques for identifying educational needs and formulating them into well-defined problems. The critical incident technique was used to identify need symptoms perceived by educators selected from a representative sample of West Coast school districts. Criteria for evaluating the adequacy of the problem-formulation product were developed, including outcomes desired, values underlying outcomes, kinds of evidence for outcomes, present conditions, solution possibilities, and immediate action alternatives. Three group problem-defining techniques were compared experimentally, each differing on two dimensions: (1) Whether or not the formulation was structured to obtain the elements listed above, and (2) whether or not the inquiry was directed by an experienced outside formulator. Eighteen three-member groups of educators were used in all. The problem definition produced by each group was evaluated independently by two other educators from the same district. Results indicated that directed groups tended to produce superior problem definitions, and suggest the need for carefully designed problem-formulation training for educators. (Author/JH)

ED 030 986 24 EA 002 418

Brander, Ely M.

The Labor Movement and the Student Revolt: An Attempt at Historical Analogy.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—RM-EPRC-6747-4; SRI-P-6747

Bureau No—BR-7-1013

Pub Date May 69

Contract—OEC-1-7-071013-4274

Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—*Activism, Civil Rights, Collective Bargaining, *Comparative Analysis, Court Litigation, Economic Factors, Historical Reviews, Labor Demands, *Labor Unions, Political Influences, Public Support, *Social Change, Strikes, *Student Participation

In an attempt to predict the outcome of the revolution of students that is now occurring in the U.S., an analogy is drawn between a similar social revolution, the American labor union movement of 1870 to 1940. Both movements began as revolutions designed to gain equality and power for disenfranchised minorities. Although the issues disputed by labor-management differ in many respects from the demands of student rights. Basic similarities in the social and political environments surrounding the emergence of both movements include: (1) Lack of support from the established political parties, (2) presence of some support from the intellectual community, and (3) generally hostile public reactions to the movements. The labor movement eventually achieved the right to bargain collectively as equals in return for their pledge to support the established American political and economic system. The analogy suggests that resolution of the student revolt will require both a recognition of equality among the participants and a communication process similar to collective bargaining. (JH)

ED 030 987 24 EA 002 473

Messick, Samuel

The Criterion Problem in the Evaluation of Instruction: Assessing Possible Not Just Intended Outcomes.

California Univ., Los Angeles. Center for the Study of Evaluation of Instructional Programs.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—CSE-R-22; NIMH-RG-MH-4186

Bureau No—BR-6-1646

Pub Date May 69

Contract—OEC-4-6-061646-1909

Note—38p.; Paper presented at the Symposium on Problems in the Evaluation of Instruction (Los Angeles, December, 1967).

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Affective Behavior, Bibliographies, *Cognitive Development, *Cognitive Processes, Educational Objectives, Educational Research, *Evaluation Criteria, *Individual Differences, *Instructional Programs, Program Evaluation, Values

Cognitive styles—defined as information processing habits—should be considered as a criterion variable in the evaluation of instruction. Research findings identify the characteristics of different cognitive styles. Used in educational practice and evaluation, cognitive styles would be new process variables extending the assessment of mental performance past achievement levels to a concern with patterns of cognitive functioning. Such use would have relevance for student performance in various subject-matter areas, for test construction, and for teaching methods. A possible educational goal would be an attempt to foster alternative modes of cognition and multiple stylistic approaches to problem solving. A bibliography of 48 items is included. A related document is EA 002 406. (MLF)

ED 030 988 24 EA 002 535

Wiley, David E.

The Design and Analysis of Evaluation Studies.

California Univ., Los Angeles. Center for the Study of Evaluation of Instructional Programs.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—CSE-R-28

Bureau No—BR-6-1646

Pub Date May 69

Contract—OEC-4-6-061646-1909

Note—20p.; Paper presented at the Symposium on Problems in the Evaluation of Instruction (Los Angeles, December, 1967).

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Analysis of Variance, Comparative Analysis, *Data Analysis, Evaluation Methods, *Evaluation Techniques, *Instructional Programs, Measurement Instruments, *Research Design, Values

The terms evaluation, assessment, and appraisal are often used interchangeably in research on schools and pupils. Guidelines for their use and some of the similarities and differences in their meanings are explicated. The concept of evaluation is narrowed to refer to use of information on pupil behavior. Four separate components of evaluation—standards, objects, vehicles, and instruments—which have been confused in some studies, are outlined and defined. The last three components and their relations to certain notions about the design, analysis, and measurement aspects of evaluation are discussed. Research is cited, examples are given, and a model is constructed. Related documents are EA 002 408 and EA 002 409. (MLF)

ED 030 989 EC 001 422

Early Identification of the Gifted through Interage Grouping. End of Year Report, June 1962.

Plainedge Public Schools, Bethpage, N.Y.

Spons Agency—New York State Education Dept., Albany.

Report No—EP-A-47-61

Pub Date Jul 62

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Academic Achievement, Adjustment (to Environment), Administration, Age Differences, Elementary School Students, *Exceptional Child Research, Experimental Programs, *Gifted, Grade 1, *Grouping (Instructional Purposes), Identification, *Multigraded

Classes, Parent Attitudes, *Program Evaluation, Social Adjustment, Student Evaluation, Testing

To determine the advantages of interage grouping, 18 first graders (mean IQ 118.65) were assigned to two interage classes containing first, second, and third graders; 19 first graders (mean IQ 119.60) were assigned to two straight first grade classes. All children selected had been recommended by their kindergarten teachers as their brightest students. Both groups were given the Metropolitan Achievement Test, Primary I Battery in the fall and Primary II Battery in the spring. Students in the interage condition performed at a higher level on all achievement scales; group means were significant on word discrimination and arithmetic ($p < .01$). Students selected as evidencing initial adjustment problems showed greater gains than their controls on all four scales. However, they achieved significantly lower scores on the California Test of Personality. The parents of children in both conditions responded favorably to questions concerning their children's reactions to school, their adjustments in and out of school, and their interest in reading. The parents of children in the interage program provided significantly higher ratings on the richness and variety of classroom experiences and the motivations provided to challenge the child to make use of his talents. The California Test of Personality revealed no significant differences in social adjustment of interage as opposed to straight grade classes. (Author/BB)

ED 030 990 EC 002 022

Klein, James J. Breniman, Emery R.
Longitudinal Study of Children in Somerset County Who Were Permitted to Enter School Early under Act 312 of the 1949 Pennsylvania General Assembly.

Somerset County Schools, Pa. Special Education Office.

Pub Date 65

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Academic Achievement, Admission Criteria, College Attendance, *Early Admission, *Exceptional Child Research, *Gifted, Grades (Scholastic), Intelligence Differences, *Longitudinal Studies, Maturation, Parent Attitudes, Sex Differences, Student Attitudes

The academic careers of three groups of children were followed from grade 1 to grade 12 to determine the effectiveness of early school admission criteria. Children with chronological ages of less than 5 years, 7 months could qualify for early admission into first grade if they achieved a mental age of six years on the Stanford Binet, Form L. Group one consisted of 24 children meeting the criterion for entrance, group two consisted of 24 children not meeting the criterion, while group three consisted of 8 children from group one who obtained a mental age of 7 years or higher. Conclusions were that high I.Q. did not assure school success under regular classroom conditions, early admission produced educational, social and emotional impairment in many children, greater advantages would have accrued if eligible children would not have entered school early, and girls were less adversely affected by early entrance. Experimenters advocate an ungraded school program to allow the child to progress at his own rate emotionally, physically and socially. (SH)

ED 030 991 40 EC 002 462

Brown, Louis F. Andrews, James B.

A Summer School Outdoor Educational Program for Culturally Disadvantaged Educable Mentally Retarded Children. Status Report.

Iowa Univ., Iowa City.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-8646

Pub Date [68]

Grant—OEG-3-6-068646-1750

Note—48p.

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—Camping, *Disadvantaged Youth, Educable Mentally Handicapped, *Exceptional Child Research, Homemaking Skills, *Mentally Handicapped, Outdoor Education, Personal Adjustment, Physical Education, *Recreational Programs, Science Instruction, Self Concept, Sociometric Techniques, *Student Evaluation, Summer Programs, Tests

Fourteen culturally deprived educable mentally handicapped children (ages 126 to 168 months, IQ's 52 to 86) participated in a 7-week project to determine the effectiveness of correlating classroom instruction with camping and outdoor educational activities. The subjects were first tested for current knowledge and attitudes about science, recreational camping, and themselves; they also received instruction in in homemaking, science, and camping. Then the subjects practiced on campsite what they had learned in the classroom. Finally they were evaluated by the same instruments as earlier and were given opportunity to react to the camping experience. It was concluded that the activities offered will not replace those of physical education programs and that the experiences gained and the subjects' ease in verbalizing seemed to enhance their self-concept and family status. A significant change in the positive direction was noted in the subjects' concept of the magnitude of their problems in reading, health, and personal adjustment; their knowledge of natural science also showed a significant gain. No significant changes occurred in group status, although there was some shifting of children in the middle of the sociogrammetric region. Recreational activity preferences were altered, although not significantly in favor of those offered. (JD)

ED 030 992 40 **EC 003 264**

Planning an Arithmetic Curriculum for the Educable Mentally Retarded. Special Education Curriculum Development Center; An In-Service Training Program.

Iowa Univ., Iowa City.; Special Education Curriculum Development Center, Iowa City, Iowa.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines.; Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2883-7

Pub Date Nov 68

Grant—OEG-3-7-002883-0499

Note—144p.

EDRS Price MF-\$0.75 HC-\$7.30

Descriptors—*Curriculum, Curriculum Guides, Educable Mentally Handicapped, Elementary School Students, *Exceptional Child Education, Mathematical Applications, Mathematical Concepts, Mathematical Models, *Mathematics, *Mentally Handicapped, Money Management, Practical Mathematics, Secondary School Students, Sequential Learning, *Teaching Methods, Time

The guide, intended as a model for teachers who will develop their own arithmetic curricular materials, introduces concepts sequentially from simple to complex and continues them from one level to the next at increasingly more difficult and abstract levels. The program is arbitrarily cut into four levels to correspond to school divisions: primary (ages 6 to 9), intermediate (ages 9 to 12), junior high (ages 12 to 14), and senior high (ages 14 to adulthood) which is oriented to job requirements and money management. It presents concepts or skills to be developed, suggests teaching methods and aids, and indicates practical ways for students to use these concepts and skills. Three sample units present 10 to 14 lessons on the personal approach to numbers (primary level), time (intermediate level), and checking account procedures (senior high level). (LE)

ED 030 993 **EC 003 325**

School Census: A Means for Identifying Handicapped Children.

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Handicapped Children.

Pub Date [68]

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Age Differences, Educational Experience, *Exceptional Child Research, *Handicapped Children, *Identification, Incidence, Preschool Children, Program Costs, Program Evaluation, Research Utilization, *School Surveys, Special Services, *State Programs

Whereas the question included on handicapped children in the 1965 school census in Madison (Wisconsin) yielded incomplete results, the 1966 school census employing a questionnaire identified 314 handicapped children not in school. Of these, 50% were enrolled in an educational program, 52% were male, 58% were preschoolers, and 42% were aged 6 to 18. Further data revealed that 55% had hearing, see-

ing, retardation or slow learner, or cerebral palsy handicaps; 45% had other handicaps, including speech defect, brain damage, heart condition, poor motor skills, and emotional disturbances. Additional findings involved type of program attended; age group breakdown, medical care, additional help, and information needs. Evaluation of the census technique as a means of identifying handicapped children indicated that the census was economically feasible and results were significantly related to both general and special education. A significant number of preschool handicapped children were identified, and as a result, nursery programs were established for deaf and visually handicapped preschool children. (LE)

ED 030 994 **EC 003 499**

Coordinated Program for Vocational Rehabilitation and Special Educational Services for the Mentally Retarded. Final Report.

Portland School District, Oreg. Special Education Dept.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Aug 68

Note—141p.

EDRS Price MF-\$0.75 HC-\$7.15

Descriptors—Cooperative Programs, Counselor Role, Demonstration Projects, Educable Mentally Handicapped, Employment Potential, *Exceptional Child Research, Job Placement, Job Skills, Medical Evaluation, *Mentally Handicapped, Participant Characteristics, Sheltered Workshops, Special Classes, Student Evaluation, *Vocational Adjustment, *Vocational Education, Vocational Followup, *Vocational Rehabilitation, Work Experience Programs

Secondary level special education classes and the Department of Vocational Rehabilitation (DVR) cooperated in a program of vocational preparation, job placement and followup. Of the 336 educable mentally retarded student referrals, 149 did not become clients because of inadequate potential (30%), satisfactory job placements (32%), student or parent refusal (22%), and miscellaneous other reasons (16%). Clients received instruction in work habits and attitudes, work experience both in and out of school, systematized work evaluations, wide diagnosis, and vocational counseling and placement. Of the 187 active clients, 52 remained open cases, 69 cases were closed as rehabilitated, and 66 cases were closed as not rehabilitated. Ten months later, 47 were on the same job or with the same employer, nine changed to more convenient jobs, five girls married and quit working, and eight were dismissed by their employers. Of the cases closed as rehabilitated, about 15% were sheltered workshop employable only. Implications discussed concern personnel and continuation, the rehabilitation process, medical and health concerns, special education programs, curriculum, and community support aspects. Also discussed are the development of a coordinated program, preparation for employment, work evaluation, tryout, and training, diagnosis, curriculum development, and techniques effective in working with the retarded. (MS)

ED 030 995 **EC 003 500**

Johnston, Maebelle A.

An Orientation Program for New Teachers; Classes for Educable Mentally Retarded, September 1968.

Toledo Public Schools, Ohio.

Pub Date Sep 68

Note—49p.

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—Administrative Policy, Educable Mentally Handicapped, *Exceptional Child Education, *Mentally Handicapped, Orientation Materials, Personnel, Program Evaluation, *Program Planning, Questionnaires, *Teacher Orientation

Identifiers—Ohio, Toledo

A plan for orientation activities prior to and during the first weeks of school for new teachers of the educable mentally retarded is presented. Kinds of teachers who will be oriented, qualities of an adequate orientation program, steps taken in program planning, plan implementation, and followup orientation are discussed. Also included are materials given to teachers, program agendas, a graph showing the training and experience of the new teachers, a questionnaire survey of teacher opinion concerning orientation activities, a report on administration of the special curricu-

lum in the regular school, and letters to teachers scheduling the orientation. (LE)

ED 030 996 **EC 003 506**

Special Education Teacher Approval Procedures. Illinois State Office of the Superintendent of

Public Instruction, Springfield.

Pub Date Feb 68

Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Aurally Handicapped, Educable Mentally Handicapped, Emotionally Disturbed, *Exceptional Child Education, Mentally Handicapped, Multiply Handicapped, *Personnel, Physically Handicapped, *Professional Education, School Psychologists, School Social Workers, Speech Handicapped, *Standards, State Standards, *Teacher Certification, Teacher Education, Trainable Mentally Handicapped, Visually Handicapped

Identifiers—Illinois

Presented are the state's minimum training requirement for approval of school social workers and school psychologists, and of teachers in these areas: speech handicapped, blind, partially seeing, educable mentally handicapped, trainable mentally handicapped, deaf, maladjusted, multiply handicapped, physically handicapped in special classes, and physically handicapped in home instruction and hospital classes. Illinois colleges and universities offering programs in specific areas of special education are listed. (LE)

ED 030 997 **EC 003 539**

Robbins, Richard C. And Others

A Model Exemplary Clinic for Learning Disabilities; A Project of Title III, ESEA.

Riverside Unified School District, Calif.

Pub Date 22 Jul 67

Note—83p.

Available from—Riverside Unified School District, Riverside, California 92502.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Academic Achievement, Auditory Training, Behavior Rating Scales, *Dyslexia, *Exceptional Child Research, Inservice Teacher Education, *Learning Disabilities, Motor Development, *Program Evaluation, Remedial Programs, Remedial Reading, Retarded Readers, School Visitation, Student Attitudes, Student Evaluation, *Teaching Methods, Testing, Visual Perception

Identifiers—California, Riverside

To demonstrate creative methods and materials for the remediation of severe learning disabilities, to help children with these difficulties, and to train professional personnel, six teachers working in teams of two taught seven remedial classes with a maximum of 12 students using a program designed to remediate deficiencies in the auditory, aural, visual and motor areas. They taught basic reading skills to functional non-readers in grades 3 through 6; and focused on reading skills with less remediation of perceptual-motor deficiencies in two elementary classes and three secondary classes. Two 10-week in-service courses presented the theory and methods of remediation. Visitors and participants answered questionnaires and indicated that their involvement with the Learning Center was valuable; all classes but one made progress at the .05 level of significance in all areas of reading and spelling; and structured teacher ratings showed few changes in student attitudes and behavior. Informal comments of teachers and aides, parent questionnaire responses, and student interviews, however, indicated positive changes in the students' attitudes toward school and learning. An outline of the instructional methods and materials is included. [Not available in hard copy due to marginal legibility of original document.] (LE)

ED 030 998 **EC 003 619**

Vision Care and the Nation's Children.

American Optometric Association, St. Louis, Mo.

Pub Date [68]

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—Agency Role, Elementary School Students, Etiology, *Exceptional Child Services, Federal Aid, Geographic Location, *Identification, Incidence, Ophthalmology, Optometrists, Personnel Needs, Preschool Children, Professional Personnel, Screening Tests, Secondary School Students, Vision, *Visually Handicapped

Aspects of vision and vision care considered are the following: extent and types of vision defects of American children; importance of vision care in pre-school years, elementary, and secondary school and beyond; and manpower resources in vision care today, the extent of vision testing and care, special problem areas, and governmental support. Recommendations are made for vision screening, examination, and correctional aids, research and demonstration, training assistance, improved statistics on vision care, and improved coordination among vision care personnel. Charts present data on vision problems of children by age groups, incidence, professional responsibilities for detecting vision problems, interprofessional relations in treatment, number, ratio, and distribution of vision care manpower, analysis of optometric needs by states by 1970, location of nonfederal physicians specializing in ophthalmology and otolaryngology, certified orthoptists in 1964, preschool vision screening tests. (LE)

ED 030 999

EC 003 623

Venturi, Martha J. And Others

Suggested Basic Materials for Educable Mentally Retarded Children.

Ohio State Dept. of Education, Columbus. Div. of Special Education.

Pub Date 68

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—Audiovisual Aids, Books, *Curriculum, Educable Mentally Handicapped, Educational Equipment, Elementary Grades, *Exceptional Child Education, *Instructional Materials, Language Arts, Mathematics Materials, *Mentally Handicapped, Science Materials, Secondary Grades, Social Studies

Printed materials, classroom equipment and audio-visual resources are listed for language arts, arithmetic, social studies, and science for the primary, intermediate, junior high, and senior high levels. Publishers' addresses and descriptions of the materials are given; also included are lists of professional books, bulletins, and curriculum guides. (MS)

ED 031 000

EC 003 650

Richman, Vivian

Mental Health Services in the Pittsburgh Public Schools; 1967-1968.

Pittsburgh Public Schools, Pa.

Pub Date Jul 68

Note—141p.

EDRS Price MF-\$0.75 HC-\$7.15

Descriptors—Community Services, Disadvantaged Youth, *Discipline Policy, Discipline Problems, *Emotionally Disturbed, *Exceptional Child Services, Family Relationship, *Identification, Interdisciplinary Approach, Learning Disabilities, Low Achievers, Medical Consultants, *Mental Health Programs, Perception Tests, Perceptual Motor Coordination, Psychiatric Services

Identifiers—Pennsylvania, Pittsburgh

The 1967-68 mental health services (MHS) program in the Pittsburgh public school system, number of children served, studies undertaken, and other staff activities are considered. A research study of perceptual-motor dysfunction among emotionally disturbed, educable mentally handicapped, and normal children, and two perceptual surveys developed for identification are described. An analysis is presented of the effectiveness of psychiatric consultation with the staff of Project Upward Bound. Corporal punishment in the schools and some alternatives to it are discussed in terms of historical development, various community rules, and other methods of discipline. Consideration is given to nonachievers, the interdisciplinary approach of the MHS program, and to case reports illustrating the lack of adequate community facilities for the disturbed. (RJ)

ED 031 001

EC 003 653

Cratty, Bryant J.

Perceptual-Motor Behavior and Educational Processes.

Pub Date 69

Note—265p.

Available from—Charles C Thomas, Published, 301-27 East Lawrence Avenue, Springfield, Illinois 62703 (\$9.50).

Document Not Available from EDRS.

Descriptors—*Exceptional Child Education, *Handicapped Children, Hyperactivity, Lateral Dominance, Learning Theories, Mentally Handicapped, Minimally Brain Injured, Orthopedically Handicapped, Perceptual Development, Perceptual Motor Coordination, *Perceptual Motor Learning, Physical Education, Psychomotor Skills, Social Influences, *Teaching Methods, Visually Handicapped, Visually Handicapped Mobility, Visual Perception

Addressed to elementary school and special class teachers, the text presents research-based information on perceptual-motor behavior and education, including movement and the human personality, research guidelines, and movement activities in general education. Special education is considered and perceptual motor abilities are discussed with reference to the blind, the clumsy child with minimal neurological handicaps, the mentally retarded, and the orthopedically handicapped. An appendix provides a screening test for evaluating perceptual motor attributes of neurologically and mentally handicapped children as well as a mobility orientation test for the blind. (MS)

ED 031 002

EC 003 672

Payne, Dan And Others

A Comprehensive Description of Institutionalized Retardates in the Western United States. Final Report.

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—National Inst. of Child Health and Human Development, Bethesda, Md.

Pub Date Feb 69

Note—160p.

EDRS Price MF-\$0.75 HC-\$8.10

Descriptors—Behavior, *Census Figures, Cooperative Programs, Data Collection, Educational Experience, Etiology, *Exceptional Child Research, Family Characteristics, Family Relationship, Individual Characteristics, *Institutionalized (Persons), Intelligence, *Mentally Handicapped, Mongolism, Research Utilization, Self Care Skills, Sex Differences, Statistical Data

Identifiers—Western Interstate Commission for Higher Education, WICHE

For 3 years, from 1966-68, data were collected representing the behavioral, social, and medical characteristics of over 20,000 retardates, the resident population of 22 state institutions for the mentally retarded in 13 western states. The data were returned to the institutions where they stimulated research, program development, evaluation, and inter- and intrainstitutional cooperation. Research uses and administrative uses of the data are discussed and illustrated by studies comparing phenylketonurics and mongoloid retardates with matched retarded controls, studies presenting characteristics for subgroups of mongoloids, and others. Twelve graphs and 40 tables present descriptive data and statistical analyses. (LE)

ED 031 003

EC 003 682

Preventive Rehabilitation; A Promise for the Future.

Rhode Island State Dept. of Education, Providence. Div. of Vocational-Technical Education.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 68

Note—77p.

EDRS Price MF-\$0.50 HC-\$3.95

Descriptors—Camping, Case Records, Counseling, Counselor Role, Day Care Programs, *Emotionally Disturbed, *Exceptional Child Research, Interdisciplinary Approach, Medical Evaluation, Parent Counseling, Participant Characteristics, *Physically Handicapped, Program Costs, Program Evaluation, Psychological Evaluation, Sheltered Workshops, *State Programs, *Vocational Rehabilitation

Identifiers—Rhode Island

To provide preventive treatment, counselors from the Division of Vocational Rehabilitation (DVR) worked through a school project to serve adolescents with disabilities which might make job adjustment difficult. During the 5-year project, over 5,000 adolescents were referred; 1,800 or 40% of whom were in the school project; more than 1,000 or 55% were accepted for treatment, and the other 45% were being processed. Com-

pared to clients in the traditional program, clients in the school project were younger, with about half 14 and 15 years old. All received diagnostic services. The most frequent disability was found to be emotional disturbance; the next most frequent were orthopedic impairments and mental retardation. Special treatment facilities offered included a college program, a day care program at a private mental hospital, community workshops for retarded clients, a group therapy program for emotionally disturbed clients and their parents, and a camp for emotionally disturbed clients. Interviews evaluating the project indicated that the DVR counselor played the crucial role in its functioning; ratings of the counselors indicated that the DVR counselor's relationship with the school guidance counselor was important. Of a sample of 91 active clients, most had been referred at age 14 or 15 for psychological problems. Of nearly 2,300 cases closed during the project, only about half were employed and half were closed after referral. (JD)

ED 031 004

EC 003 834

Kokaska, Charles J., Ed.

Selected Speeches from a Workshop for Aides to Teachers of the Trainable Mentally Retarded.

Eastern Michigan Univ., Ypsilanti; Michigan State Dept. of Education, Lansing.

Spons Agency—Department of Health, Education and Welfare, Washington, D.C.

Pub Date Feb 69

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Class Management, Communication Skills, Employment Problems, *Exceptional Child Education, Group Instruction, *Mentally Handicapped, Nonprofessional Personnel, Parent School Relationship, Sheltered Workshops, Staff Role, *Teacher Aides, *Teaching Methods, Trainable Mentally Handicapped

The responsibilities of teachers' aides in both institutional and community programs for the trainable mentally handicapped are reported. Papers presented treat the following topics: suggestions for teaching the trainable retarded; pupil management; developing communication skills in the trainable; the aide's relationship with parents; and employment of the retarded. (LE)

ED 031 005

40

EC 003 836

Developing Appropriate Seatwork for the Mentally Retarded.

Iowa State Dept. of Public Instruction, Des Moines; Iowa Univ., Iowa City. Special Education Curriculum Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2883

Pub Date Apr 69

Grant—OEG-3-7-002883-0499

Note—104p.

EDRS Price MF-\$0.50 HC-\$5.30

Descriptors—Classroom Materials, Evaluation Techniques, *Exceptional Child Education, Independent Study, *Instructional Materials, Material Development, *Mentally Handicapped, Selection, Teacher Developed Materials, *Teaching Methods

Meaningful and challenging seatwork, different kinds of work, minimum teacher preparation time, writing and explaining directions, evaluating student work, and organization and management are discussed. Preparatory steps for planning seatwork activities are described and consider identifying information, specification of major skills, objectives, description of activities, listing of materials needed, directions to students, and checking work. Suggested format for seatwork plans and sample seatwork activities are also presented. (LE)

ED 031 006

EC 003 838

Birch, Jack W., Ed.

Designs for Organizing and Administering Special Education; Proceedings of a Cooperative Work-Conference (Atwood Lodge, Delroy, Ohio, May 9-10, 1968).

Ohio State Dept. of Education, Columbus. Div. of Special Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 68

Note—126p.

EDRS Price MF-\$0.50 HC-\$6.40

Descriptors—*Administration, Administrator Responsibility, Classification, Demography, Educational Facilities, *Exceptional Child Education, Grouping (Instructional Purposes), *Handicapped Children, Identification, Instructional Materials Centers, Learning Disabilities, Legislation, Professional Personnel, Program Evaluation, *Program Planning, Regional Programs, State Programs, Technology, Vocational Education

Papers included are the following: design for organizing and administering special education by Paul R. Ackerman and William C. Geer; indications of patterns and trends in special education, by Marvin E. Beekman; the organization of special education services, by John W. Kidd; and organization and administration of special education, by Harrie M. Selznick. Other topics discussed are the national legislative and administrative scene, the problem of built-in attitudes of educators, directions for change, mobilization of multi-disciplinary resources and their utilization for fulfillment of the special needs of the exceptional child, reactions to the papers and presentations, and a discussion session among conference participants and consultants. (LE)

ED 031 007 EC 003 850

Early, George H. Kephart, Newell G.
Perceptual Training in the Curriculum. The Slow Learner Series.
Pub Date 69
Note—176p.

Available from—Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$2.50).

Document Not Available from EDRS.

Descriptors—*Curriculum Development, Educable Mentally Handicapped, *Exceptional Child Education, Industrial Arts, Learning Activities, Learning Theories, Map Skills, *Mentally Handicapped, Motor Development, Motor Reactions, *Perception, Perceptual Development, Perceptual Motor Coordination, Perceptual Motor Learning, Psychomotor Skills, Reading, Sciences, *Slow Learners, Social Studies, Teaching Methods

A theory of perceptual development is presented and explained in terms of the following concepts: the structured self and the structured world, the motor basis of internal structure, developing the motor base, and structuring space and time. The movement from theory to remediation is described, and the curriculum is discussed as a source of perceptual training. Four curricula are then detailed: a fifth grade social studies unit for slow learners, involving both a construction and a use phase; a language arts unit on beginning reading using experience charts; a science unit, for intermediate grade educable retardates, on force, energy, and power; and an industrial arts unit on small gasoline engines, involving disassembly, assembly, nomenclature, and functioning. An appendix describes how to construct a styrofoam sphere. (JD)

ED 031 008 48 EC 003 890

Tikofsky, Rita
A Study of Intelligibility of Dysarthric Speech: Studies in Language and Language Behavior. Progress Report VIII.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1784

Pub Date 1 Feb 69

Contract—OEC-3-6-061784-0508

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Articulation (Speech), Classification, Evaluation Criteria, *Exceptional Child Research, Identification, Listening Comprehension, Measurement Techniques, *Speech Handicapped, Speech Skills, Speech Tests, *Tests, Word Lists

To explore the adequacy of a 50-word list, produced by item analysis of a set of 160 words in an earlier study, also by Tikofsky, tape recordings of 20 adult dysarthrics reading list were evaluated by university students who were native speakers of English and had no history of hearing loss. Results of the intelligibility study showed that the dysarthrics could be categorized according to their responses into four groups. The results also indicated that certain words presented more difficulty for some types of

dysarthria than others. It was concluded that the 50 word list is an efficient and accurate means of testing dysarthrics before and after speech therapy. Tables provide biographical data on the patients, their itemized test responses, and correlations between test performance and nature of impairments; the 50-word list is also appended. (Author/JD)

ED 031 009

EC 003 943

Everitt, Clarence J.

The Mentally Retarded Child.

Pub Date 68

Note—117p.

Available from—Naylor Company, 1015 Culebra Avenue, San Antonio, Texas 78201 (\$7.95).

Document Not Available from EDRS.

Descriptors—Academic Achievement, Educable Mentally Handicapped, Educational Programs, *Exceptional Child Education, *Family Problems, *Individual Characteristics, Interdisciplinary Approach, *Mentally Handicapped, Parent Attitudes, Parent Counseling, *Parent Education, Psychological Evaluation, Trainable Mentally Handicapped

Written for parents of retarded children, the text discusses the acceptance of mental retardation and considers differences in retarded children. Facts and fictions about retardation, and the search for understanding are treated; also treated are the team which serves the retarded child, psychological evaluation, and children with learning problems. Charts of potential academic achievement and a form for an opinion survey on retardation are provided. (JD)

ED 031 010

EC 003 952

Stark, Edward S., Ed.

Special Education; A Curriculum Guide.

Pub Date 69

Note—256p.

Available from—Charles C. Thomas, Publisher, 301-27 East Lawrence Avenue, Springfield, Illinois 62703 (\$13.50).

Document Not Available from EDRS.

Descriptors—Ancillary Services, Arithmetic, *Curriculum Guides, Educable Mentally Handicapped, *Exceptional Child Education, Health, Language Arts, *Learning Disabilities, *Mentally Handicapped, Minimally Brain Injured, Perceptual Development, *Physically Handicapped, Safety, Sciences, Self Care Skills, Sensory Training, Sheltered Workshops, Social Studies, Trainable Mentally Handicapped, Vocational Education, Work Study Programs

Curriculum guides, some primarily outlines, others largely comments, are presented for three areas of exceptionality. Those for the mentally retarded include guides for the educable on the preprimary, primary, intermediate, and junior high school levels, and in the work study program and the sheltered workshop; a guide for the trainable retarded is also provided. Guides for the brain injured treat the elementary and junior high level; a guide describes a curriculum for the severely physically handicapped. A discussion of rounding out the curriculum is included. (JD)

ED 031 011

EC 003 976

Outdoor Recreation Planning for the Handicapped. Bureau of Outdoor Recreation Technical Assistance Bulletin.

Department of the Interior, Washington, D.C. Bureau of Outdoor Recreation; National Recreation and Park Association, Washington, D.C.

Pub Date Apr 67

Note—43p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.40).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Agency Role, Aurally Handicapped, Camping, *Design Needs, Emotionally Disturbed, *Exceptional Child Services, *Handicapped Children, Individual Characteristics, Mentally Handicapped, Multiply Handicapped, Natural Sciences, Physically Handicapped, Playgrounds, Private Agencies, Recreation, *Recreational Facilities, Sanitary Facilities, Special Health Problems, State Agencies, Swimming Pools, Visually Handicapped

The requirement that the handicapped be given special consideration as prerequisite to state participation in the Land and Water Conservation Fund Program is stated, and the following groups of handicapped are specified: the physically,

visually and aurally handicapped, and those persons with special health problems; the mentally retarded; the emotionally disturbed; and the multiply handicapped. Their limitations and what can be done to compensate for them are discussed. Modification of playgrounds and facilities and equipment for swimming, camping, fishing, and boating is described; national, state, and private agencies in several areas which can help are mentioned and their addresses are given. Case histories are provided of a self guiding nature trail in Aspen, Colorado, camping in San Francisco, California, and adaptation of recreation facilities in New York State (including park planning, access, toilet facilities, swimming pools, picnic areas, play areas, and miscellaneous facilities). Sixty-four references are cited. (JD)

ED 031 012

EC 003 985

Gold, Lawrence

Approaches to Diagnosis and Treatment of Pupils with Developmental Dyslexia.

Broome County School District, N.Y.; Learning Center, Binghamton, N.Y.; Tioga County School District, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 10 Oct 68

Note—19p.; Paper presented at Annual Conference of School Psychologists of Upper New York State (Binghamton, New York, October 10, 1968)

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Clinical Diagnosis, *Dyslexia, *Exceptional Child Education, *Identification, Individual Instruction, Interdisciplinary Approach, Language Skills, *Learning Disabilities, Program Evaluation, Program Planning, Reading Centers, Reading Difficulty, Remedial Reading Programs, Student Characteristics, Supplementary Educational Centers, *Teaching Methods, Tutorial Programs, Tutoring

A history of the growing interest and knowledge concerning dyslexia is provided to clarify theoretical models, while the operational model is described in terms of admission criteria, instruction, diagnostic and evaluative techniques, role of interdisciplinary staff, and pupil characteristics. Methods, materials, and approach of the instructional program, and instruments used for program evaluation are presented. (RD)

ED 031 013

EC 003 988

Harms, Ernest, Ed.

Pathogenesis of Nervous and Mental Diseases in Children.

Pub Date 68

Note—293p.

Available from—Libra Publishers, Inc., 1133 Broadway, New York, New York 10010 (\$8.50).

Document Not Available from EDRS.

Descriptors—Biochemistry, *Clinical Diagnosis, Diseases, Emotional Adjustment, *Emotionally Disturbed, Environmental Influences, Epilepsy, *Etiology, *Exceptional Child Research, Heredity, Incidence, Mental Illness, Mentally Handicapped, Neurologically Handicapped, Personality Development, Physical Characteristics, *Physically Handicapped, *Psychopathology, Psychotherapy, Reinforcement, Self Concept, Social Factors, Taxonomy

Major pathogenic sources of mental diseases in children and a classification of these diseases are considered. Contributions include the following: pathogenesis of mental diseases in childhood by Ernest Harms, organ inferiority and psychiatric disorders by Bernard Shulman and Howard Klapman, pathogenesis of neurological disorders by George Gold, mental disorders due to endocrine dysfunctions by M. Sydney Margoles, constitution and pathogenesis of personality and behavior by Ashton M. Tenney and Nathan S. Kline, Kretschmer's constitutional typology and the psychopathology of adolescents, by R. Lempp-Tuebingen, the sociopathology of childhood by E. Scott, and behavior genesis of mental diseases by Richard Korn. (RJ)

ED 031 014

EC 004 003

Mussman, M.C.

Prevention and Reduction of Emotional Disorder in Pupils; A Theory and Its Immediate Application to Practices in the Columbus, Ohio Public Schools.

Columbus Public Schools, Ohio. Div. of Special Services.

Spons Agency—Ohio State Dept. of Education, Columbus, Div. of Special Education.
Pub Date Jun 68
Note—123p.

EDRS Price MF-\$0.50 HC-\$6.25

Descriptors—Behavior Problems, Community Responsibility, *Educational Needs, Emotional Adjustment, *Emotionally Disturbed, *Exceptional Child Education, Identification, Individual Characteristics, Negative Reinforcement, Parent School Relationship, Personality, Positive Reinforcement, *Prevention, *Program Planning, Remedial Instruction, School Responsibility, Self Concept, Special Services, Staff Role, Student Placement

Identifiers—Columbus, Ohio

Intended to provide administrators with information valuable in planning school involvement with the emotionally disturbed the text presents suggestions to a variety of questions on this subject. Questions on the nature and importance of the problem focus on emotional disorder, its relationship to behavior and achievement, and incidence, while questions on theoretical orientations concern the value of theories, adaptation and coping, and learning processes. Aspects of prevention and reduction considered are the worth of success experiences, the effects of high anxiety punishment, and proper placement and remedial teaching. Descriptions of critical issues include the influence and number of school personnel, the school role in prevention, teacher training, educational programming, parent change, special classes and services, school and community responsibility, program evaluation, and remission. Recommendations are made for program development. Appendixes include a description of project activities, a letter of confirmation, reports of field investigations, and advisory committee comments. (RJ)

ED 031 015

EC 004 007

Special Education in Texas.

Management Services Associates, Inc., Austin, Tex.

Pub Date Sep 68

Note—116p.

EDRS Price MF-\$0.50 HC-\$5.90

Descriptors—Administrative Organization, Administrative Personnel, Educational Diagnosis, Educational Facilities, *Educational Needs, *Exceptional Child Education, Family Role, Feedback, Financial Support, *Handicapped Children, Identification, Interagency Coordination, Program Evaluation, Special Schools, State Agencies, State Libraries, *State Programs, Student Placement, Teacher Certification, Teacher Education

Identifiers—Texas

Information is provided concerning special education throughout Texas, the relationship of special education to other programs in the state for handicapped persons, services for handicapped persons, and the division of special education and its functioning. A field study is provided in which teachers, supervisors, and administrators of special education are interviewed regarding their attitudes and opinions on topics such as physical facilities, teaching material, evaluation, parental involvement, administrative support, and in-service training. System models for the administration of special education services are presented. Appendixes include names of persons interviewed for the field study, their geographical locations, and major concerns; models for projection of new careers in special education; a proposed program for trainable mentally retarded students in an independent school district; and a listing of key consultants and members of the technical advisory committee. (RD)

ED 031 016

EC 004 008

Final Report to Social Rehabilitation Administration, Department of Health, Education, and Welfare, Washington, D.C.

Massachusetts Inst. of Tech., Cambridge. Sensory Aids Evaluation Development Center.

Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Pub Date 30 Apr 69

Note—75p.

EDRS Price MF-\$0.50 HC-\$3.85

Descriptors—Advisory Committees, Agency Role, Athletic Equipment, Braille, Computers, Electronic Equipment, Equipment Evaluation, *Exceptional Child Services, Magnetic Tapes, Mobility Aids, Pilot Projects, Sensory Aids, *Visually Handicapped

Identifiers—DOTSYS, Electrified Perkins Brailier, Lindsay Russell Path Sounder, Sound Source Ball

Projects and activities reviewed include the DOTSYS production of the first braille book from teletypewriter input, the use of DOTSYS, mechanical and electronic features of the high speed braille embosser developed at the Massachusetts Institute of Technology, and the pilot demonstration program for Perkins School for the Blind. Also surveyed are the following: the crooked handle folding cane project (design changes on the cane and evaluation process and questionnaire); the electrified Perkins brailier (explanation and development, electronic design, and mechanical features); the path sounder; and the sound source ball. Proposed work for calendar year 1969 is outlined including the embosser field test and evaluation, straight handle folding cane, electrified Perkins brailier evaluation, path sounder evaluation, and sound source ball demonstration. Also summarized are the administrative structure; industrial cooperation with the center; seminars, presentations, conferences, and publications; and special conferences. Seven appendixes are provided. (JD)

ED 031 017

EC 004 076

Beech, H.R. Franzella, Fay
Research and Experiment in Stuttering.

Pub Date Jun 68

Note—224p.

Available from—Pergamon Publishing Company, Maxwell House, Fairview Park, Elmsford, New York 10523 (\$9.00).

Document Not Available from EDRS.

Descriptors—Adaptation Level Theory, Etiology, *Exceptional Child Research, Feedback, Heredity, Identification, Incidence, Measurement Techniques, Personality, Physiology, Reinforcement, Research Reviews (Publications), Self Concept, *Speech Handicapped, Speech Therapy, *Stuttering

A survey of research and experimentation in the field of stuttering is presented for those engaged in teaching or studying speech therapy, speech pathology, and psychology. The background to stuttering is discussed as are definition, diagnosis, and measurement. The perceptual, organic, perseverative, expectancy, diagnostic, and conflict theories of stuttering are discussed, and genetic, organic, and personality factors in stuttering are considered. Experimental investigations are presented of three basic phenomena of stuttering including the consistency and expectancy effects, the adaptation effect, and spontaneous recovery. Studies are described of delayed auditory feedback, the rhythm effect, and operant conditioning in the modification of stuttering. Each chapter contains conclusions regarding studies presented. (GD)

ED 031 018

EC 004 081

Training Institute in Administration of Special Education Classes (Hilton Hawaiian Village, Honolulu, Hawaii, November 6, 7, 8, 1968).

Hawaii State Dept. of Education, Hilo.

Pub Date Nov 68

Note—87p.

EDRS Price MF-\$0.50 HC-\$4.45

Descriptors—*Administration, Agency Role, Diagnostic Teaching, Educable Mentally Handicapped, *Educational Needs, *Educational Programs, *Exceptional Child Education, Identification, Incidence, Instructional Materials, Learning Characteristics, Learning Disabilities, Mentally Handicapped, Physically Handicapped, Self Concept, State Programs, Teacher Education, Trainable Mentally Handicapped, Vocational Adjustment

Identifiers—Council for Exceptional Children

Included in the proceedings are papers by Hans Mayr on the nature of special education, by Marvin Beekman on realistic goals for the handicapped, by Ernest Willenberg on trends in identification of handicapped students, by Wayne Lance on instructional materials for special education, and by John Kidd on the leadership role of the Council for Exceptional Children. Panel discussions consider the learning process and educational planning and trends and issues in administration and supervision. Group discussions and evaluations are outlined, as is a report of 75 individual evaluations of the training institute. (JD)

ED 031 019

EC 004 083

Stratton, John R., Ed. Terry, Robert M., Ed.
Prevention of Delinquency; Problems and Programs.

Pub Date 68

Note—334p.

Available from—The MacMillan Company, 866 Third Ave., New York, New York 10022 (\$4.50).

Document Not Available from EDRS.

Descriptors—Administrative Problems, City Planning, Community Characteristics, *Community Programs, Counselor Attitudes, *Delinquency, *Delinquency Prevention, *Delinquent Identification, Dropouts, *Exceptional Child Services, Followup Studies, Foster Family, Interagency Coordination, Juvenile Courts, Parent Role, Personality, Police, Program Evaluation, Student Evaluation, Work Experience Programs, Youth Employment

Thirty-one articles discuss problems and programs in the prevention of delinquency. Topics considered include prerequisites for successful prevention; problems of identifying potential delinquency, and problems of implementing prevention programs. Also treated are the role of existing community agencies and institutions, special programs and approaches, and prevention through community reorganization. (JD)

ED 031 020

EC 004 084

Harshman, Hardwick W., Ed.

Educating the Emotionally Disturbed; A Book of Readings.

Pub Date 69

Note—512p.

Available from—Thomas Y. Crowell Company, 201 Park Avenue South, New York, New York 10003 (\$5.50).

Document Not Available from EDRS.

Descriptors—Case Studies (Education), Community Programs, Curriculum, *Educational Programs, *Emotionally Disturbed, *Exceptional Child Education, Identification, Individual Characteristics, Instructional Materials, Parent Participation, Psychiatric Hospitals, Residential Schools, Resource Teachers, Special Classes, Special Schools, Student School Relationship, *Teacher Education, Teacher Qualifications, *Teaching Methods, Therapeutic Environment

Selected readings treat education of the emotionally disturbed. Aspects considered include the problems the emotionally disturbed pose for the school (10 articles) and approaches to their education, including theory, day classes in regular schools, special schools, and residential centers (three, eight, five, and six articles respectively). Discussing classroom problems are two papers on curriculum and seven on techniques; eight papers describe preparing to teach the emotionally disturbed child. (JD)

ED 031 021

EC 004 159

Chess, Stella

An Introduction to Child Psychiatry.

Pub Date May 69

Note—263p.

Available from—Grune & Stratton, Inc., 381 Park Avenue South, New York, New York 10016 (\$6.75).

Document Not Available from EDRS.

Descriptors—Adolescents, *Behavior Problems, *Clinical Diagnosis, Drug Therapy, *Emotionally Disturbed, Environmental Influences, *Exceptional Child Services, Genetics, Learning Disabilities, Mentally Handicapped, Minimally Brain Injured, Neurotic Children, Physically Handicapped, Psychological Evaluation, *Psychotherapy, Psychotic Children, Residential Care, Special Health Problems, Stress Variables, Taxonomy

The role of child psychiatry is discussed, and the child is described as a developing organism. Genetic factors in behavior are considered as are the presenting problems. Methods treated involve taking the history, conducting the diagnostic interview, using special diagnostic procedures, and applying diagnostic classification. Problem areas dealt with include the following: mental retardation; behavioral disorders due to cerebral dysfunction; behavior and character disorders, neuroses, and associated symptoms; childhood schizophrenia and psychosis; specific learning disabilities; problems arising from special stress situations; and adolescent behavior problems. Also reviewed are treatment approaches, includ-

ing psychotherapy and related treatments, drug therapy, and inpatient and outpatient treatment. (JD)

ED 031 022 EC 004 162

Yuker, Harold E. And Others

The Modification of Educational Equipment and Curriculum for Maximum Utilization by Physically Disabled Persons; Design of a School for Physically Disabled Students.

Human Resources Center, Albertain, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—HRS-8

Pub Date 68

Note—53p.

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors—Architectural Elements, *Architectural Programming, *Building Design, Chalkboards, Classroom Design, Corridors, *Design Needs, Dining Facilities, Doors, Equipment Storage, *Exceptional Child Education, Flooring, Library Facilities, Lighting, Parking Areas, *Physically Handicapped, Recreational Facilities, Sanitary Facilities, Science Laboratories, Swimming Pools

Elements of modified school design for the physically disabled are considered, including mobility, classrooms, science laboratories, applied skill areas, the library, the swimming pool, and sanitary facilities. Also discussed are the cafeteria (food service, seating, and other considerations), recreational areas (play grounds, gymnasium-auditorium, and auditorium), closets and storage areas (clothing storage, lockers, and supplies and equipment storage), and parking areas (parking lots and loading areas). (JD)

ED 031 023 EC 004 163

Goldin, George J. And Others

The Utilization of Rehabilitation Research; Concepts, Principles, and Research. Monograph No. 6.

Northeastern Univ., Boston, Mass.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Feb 69

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—Administrator Attitudes, *Exceptional Child Research, Information Dissemination, Information Utilization, Innovation, Negative Attitudes, Professional Personnel, Research Needs, *Research Utilization, *Vocational Rehabilitation

An overview of the utilization of rehabilitation research precedes a report on professional use of two monographs. Settings of the respondents, completeness with which material was read, specific practical uses and number of purposes for which they were used are presented and compared. Dissemination of research results and psychosocial acceptance or rejection of results are discussed. Descriptions are given of the information, education, diffusion, change, and action subsystems which comprise the research utilization system. Major variables indicating the effectiveness with which rehabilitation research is used and recommendations for increasing use are considered. (RJ)

ED 031 024 EC 004 165

Selected Papers from Professional Program Segments of United Cerebral Palsy's Annual Conference (Washington, D.C., March 6-8, 1969).

United Cerebral Palsy Association, New York, N.Y.

Pub Date 69

Note—80p.

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—Agency Role, *Cerebral Palsy, Clinical Diagnosis, Educational Change, *Etiology, *Exceptional Child Services, Financial Support, Genetics, Handicapped Children, Injuries, Lysergic Acid Diethylamide, Medical Research, *Medical Treatment, Mongolism, Multiply Handicapped, Parent Counseling, Pregnancy, Premature Infants, Prenatal Influences, *Prevention, Rubella

The proceedings include seven selected papers. In one, Brewster S. Miller reports on the 1968 activities of the Medical and Scientific Department of the United Cerebral Palsy Associations. In another, James J. Gallagher anticipates the next 20 years in special education for the handicapped. Also considered are the following topics: new directions for the next 20 years of

research, by Sidney Farber; a blueprint for prevention, by William Berenberg; control of infections contributing to brain dysfunction, by Louis Z. Cooper; more effective use of today's knowledge in better prenatal care, by Frederick C. Battaglia; and intrauterine diagnosis of fetal abnormality, by Henry L. Nadler. (JD)

ED 031 025 EC 004 166

Zubin, Joseph, Ed. Jervis, George A., Ed.

Psychopathology of Mental Development (Proceedings of the Fifty-Sixth Annual Meeting of the American Psychopathological Association, Held in New York City, February, 1966).

Pub Date 67

Note—658p.

Available from—Grune & Stratton, Inc., 381 Park Avenue South, New York, New York 10016 (\$22.00).

Document Not Available from EDRS.

Descriptors—Anomalies, *Behavior Patterns, Biochemistry, *Clinical Diagnosis, Emotionally Disturbed, Environmental Influences, Etiology, *Exceptional Child Research, *Genetics, Heredity, Incidence, Institutionalized (Persons), Intellectual Development, Learning Disabilities, *Mentally Handicapped, Motivation, Neurology, Perception, Personality, Prediction, Prevention, Reinforcement, Special Classes, Transfer of Training

The proceedings include 33 papers and two addresses on the psychopathology of mental development. The following six subject areas are considered: genetics and neurophysiology, sociocultural and paraneural factors; epidemiology; behavior characteristics and learning; observational techniques and measurement of intelligence; and diagnosis and rehabilitation. Discussions in each area are provided as are lists of the membership of and past and present officers in the American Psychopathological Association. (JD)

ED 031 026 40 EC 004 212

Hewett, Frank M. And Others

The Santa Monica Project: Demonstration and Evaluation of an Engineered Classroom Design for Emotionally Disturbed Children in the Public School. Phase I - Elementary Level.

California Univ., Los Angeles.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2893

Pub Date Dec 67

Grant—OEG-4-7-062893-0377

Note—97p.

EDRS Price MF-\$0.50 HC-\$4.95

Descriptors—*Academic Achievement, Arithmetic, *Attention Span, *Behavior Change, Behavior Rating Scales, Classroom Design, Class Size, *Emotionally Disturbed, *Exceptional Child Research, Program Evaluation, Reading Instruction, Reinforcement, Rewards, Scheduling, Student Evaluation, Teacher Aides, Teacher Role, Teaching Methods, Testing

To evaluate the effectiveness of an engineered classroom design, 54 educationally handicapped children were placed in six classrooms, each with a teacher and an aide. Each classroom was set up with three major centers: mastery-achievement, exploratory-social, and attention-response-order. Children were assigned tasks at centers in keeping with their individual problems and were awarded check marks every fifteen minutes for behavior and work according to behavior modification principles. Achievement was tested three times over the year; daily task attention was recorded by two observers who clocked the number of seconds each child's eyes were on an assigned task during 5-minute samples taken five times daily. Children in the experimental classroom utilizing the engineered design enjoyed a five to twenty per cent task attention advantage over children in the control classrooms not using the check mark system and all aspects of the design. Experimental classes which abruptly withdrew the design at mid-year showed no decrease in task attention, in fact they improved. While reading and spelling gains were not significantly different between experimental and control conditions, gains in arithmetic fundamentals were significantly correlated with the presence of the engineered design. (Author/RJ)

ED 031 027

EC 004 214

Bower, Eli M.

Early Identification of Emotionally Handicapped Children in School, Second Edition. A Monograph in American Lectures in Psychology.

Pub Date 69

Note—261p.

Available from—Charles C Thomas, Publisher, 301-27 East Lawrence Avenue, Springfield, Illinois 62703 (\$9.75).

Document Not Available from EDRS.

Descriptors—Academic Achievement, Age Differences, Attendance, Behavior Rating Scales, *Emotionally Disturbed, *Exceptional Child Research, Followup Studies, *Identification, Intelligence Differences, Peer Acceptance, Prevention, Research Reviews (Publications), Screening Tests, Self Concept, Socioeconomic Status, Sociometric Techniques, Student Evaluation, Teacher Role, Test Interpretation Directed to teachers and other school personnel, the text presents screening procedures to aid in the early identification of the emotionally handicapped. The nature of preventive mental health, emotional handicap, and problems in early identification are considered; also considered are the direction and trends of past research. A study in early identification is then described in terms of its objectives and methods, its results and their implications for screening, and additional results and followup studies. The investigator's reactions to the study are related, ways in which the teachers can use the results in screening are detailed, and some positive and preventive outcomes are explained. A reference list cites 154 items: an appendix, which constitutes more than half of the volume, provides materials which are either excerpts from a manual and a technical report for school administrators and teachers or parts of an in-school screening kit. (JD)

ED 031 028

EC 004 220

Lloyd, Glenn T., Ed.

Habilitation through Media.

Tennessee Univ., Knoxville. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Mar 68

Contract—OEC-2-7-000235-0235

Note—112p.

EDRS Price MF-\$0.50 HC-\$5.70

Descriptors—*Audiovisual Aids, *Aurally Handicapped, Equipment Evaluation, *Exceptional Child Services, *Multiply Handicapped, Occupational Information, Overhead Projectors, Personal Adjustment, Programed Instruction, Projection Equipment, Rehabilitation Centers, Television, Vocational Counseling, Vocational Education, *Vocational Rehabilitation

Introductory remarks on the multiply handicapped deaf and on media precede an address by Arthur G. Norris on the use of media in the vocational education of the deaf. Also presented are discussions of video technology, programmed instruction, projected materials and equipment, the overhead projector, and special devices and materials. Audiovisual media in a rehabilitation center, implications of media for rehabilitation personnel, and comments on these topics are considered; demonstrations are reported in vocational education or training, personal adjustment, occupational information, and applying for a job. Also included are the following: a committee report on materials evaluation, sources of materials, panel reactions and comments, recommendations from group discussions, a workshop summary, and a roster of planning committee and workshop members. (RJ)

ED 031 029

EC 004 303

Selected Convention Papers (45th Annual International CEC Convention, St. Louis, Missouri, March 26-April 1, 1967).

Council for Exceptional Children, Washington, D.C.

Pub Date 67

Note—295p.

Available from—Council for Exceptional Children, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.00).

EDRS Price MF-\$1.25 HC Not Available from EDRS.

Descriptors—Administration, Comparative Education, Disadvantaged Youth, *Educational

Programs, Emotionally Disturbed, *Exceptional Child Research, Gifted, *Handicapped Children, Homebound, Hospitalized Children, Instructional Materials Centers, Learning Disabilities, Mentally Handicapped, *Research Reviews (Publications), Teacher Education, *Teaching Methods, Visually Handicapped. Included are papers, some in abridged or abstract form, on the following areas: 15 on the gifted; seven each on mental retardation and on information services; five each on the disadvantaged, teacher education, and general concerns; four on behavioral disorders; three each on visual impairment, learning disabilities, the homebound and hospitalized, international aspects of special education, and administration; and two on hearing impairment. (JD)

ED 031 030 40 EC 004 341

Knott, Charles Brozovich, Richard
A Descriptive Follow-Up Study of a Public School Program for the Emotionally Disturbed. Final Report.

Oakland Schools, Pontiac, Mich. Div. of Special Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-5068

Pub Date Mar 69

Grant—OEG-0-085068-3628-032

Note—85p.

EDRS Price MF-\$0.50 HC-\$4.35

Descriptors—Academic Achievement, *Adjustment (to Environment), Attendance, Behavior Problems, Behavior Rating Scales, Dropouts, *Emotionally Disturbed, *Exceptional Child Research, Family Relationship, *Followup Studies, Grade Point Average, Records (Forms), *Special Classes, Student Evaluation, Student Placement.

Background and followup data were obtained for 183 subjects who had been enrolled in the School Adjustment Program (ASP), a public school program for emotionally disturbed children. Average age of the subjects at the time of followup was 16-7; mean age at entrance was 10-10; mean IQ, 96.9; average length of stay in the program, 16.7 academic months. As a group, the subjects were not successful in their school careers after leaving ASP. They received poor ratings by current teachers in both academic and social behavior. Among subjects over 16, 43% were known to have dropped out of school. Other measures of adjustment, such as grade point average, police records, and school suspension or exclusion indicated poor adjustment by former ASP students. Variables measured prior to ASP entrance that were related to the highest number of criteria of successful later adjustment included a rating on stability of the subject's family, age of ASP entrance, and whether the subject's behavior was categorized as acting out or withdrawn. Other variables related to adjustment criteria included IQ, academic retardation, retention prior to ASP, and a history of mental health treatment. Information is included on the subjects' and the program's characteristics. (Author/JD)

ED 031 031 40 EC 004 366

Boswell, James D.

Test Response Patterns which Differentiate between Two Levels of Behavior of Mentally Retarded Children. Final Report.

Utah Univ., Salt Lake City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-8127

Pub Date May 69

Grant—OEG-4-6-68127-1584

Note—71p.

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors—Age Differences, *Discrimination Learning, Educable Mentally Handicapped, *Exceptional Child Research, Intelligence Differences, *Learning Characteristics, Maturation, *Mediation Theory, *Mentally Handicapped, Stimulus Behavior.

The interrelations between mental age (MA), IQ, and mediation were studied in 72 retardates in special classes. Subjects were selected to fall into sexually balanced groups of six in 12 MA-IQ categories (IQ 50-59, 60-69, 70-79, and 80-89; MA 4-0 to 5-11, 6-0 to 7-11, and 8-0 to 9-11). The apparatus alternately displayed two pairs of stimuli, and three series of trials were run without interruption between them. Series 1 required discrimination, series 2 required discrimination reversal, and series 3 tested for mediation, or reversal. Although significance was not achieved in analyses of total number of reversal shift responses or of number of subjects achieving a reversal shift, there was a significant increase in both number of mediational responses and number of mediators between IQ levels 50-69 and 70-90. The two IQ levels also varied significantly in both cases. Significance was not found with respect to any levels of the MA variable. Results on series 1 and 2 showed significantly better performance within MA group with increasing MA: on series 2, the performance of nonreversers was significantly better. Thus, mediation did not increase with increasing MA, but did increase with increasing IQ. (JD)

ED 031 032 EF 000 112

The Cost of a Schoolhouse.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 60

Note—147p.

EDRS Price MF-\$0.75 HC-\$7.45

Descriptors—Building Innovation, Component Building Systems, *Construction Costs, *Construction Programs, Educational Finance, *Educational Planning, *Financial Support, School Buildings, *School Construction, School Design.

A comprehensive analysis is presented of the cost of a schoolhouse and the processes of planning and financing it. In focusing on the elements of school building costs, consideration is given to approaches to school construction and financing in other countries and to the historical evolution of schoolhouse design in the U.S. An analysis is presented of planning, building, and financial factors involved in modern-day school construction, and predictions are made on changes in education and society and their influence on future schoolhouse construction. (FS)

ED 031 033 EF 000 118

New Building on Campus. Six Designs for a College Communications Center.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 63

Note—65p.

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors—*Architectural Character, *Audiovisual Aids, Audiovisual Instruction, Building Design, Campus Planning, *Classroom Design, *College Buildings, Design Preferences, *Facility Case Studies.

A presentation is made of the winning scheme and five other entries in an architectural competition for the design of an instructional research and communications center at Rensselaer Polytechnic Institute, Troy, New York. The graphic interpretations illustrate the facility features designed for the implementation of audiovisual devices and similar accoutrements of classroom instruction. (FS)

ED 031 034 EF 000 173

Clinchy, Evans

Schools For Team Teaching. Profiles of Significant Schools.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Feb 61

Note—67p.

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—Architectural Character, Design Preferences, Elementary Schools, *Facility Case Studies, *Flexible Facilities, Junior High Schools, *School Buildings, *School Design, *Team Teaching.

Nine elementary and junior high schools designed to house team teaching programs are described. The buildings are representative of pioneer efforts to design facilities for team teaching which is defined as, "the cooperative planning for and teaching of various sized groups of students in flexible teaching spaces allowing for rapid shifting of large and small classes". The descriptions emphasize why the schools were designed as they were, and how they were designed and built. Schematics and photographs are included along with an evaluation of the schools in relation to the program for which they were planned. (FS)

ED 031 035 EF 000 175

SCSD: An Interim Report.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Nov 65

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Air Conditioning, Ceilings, *Component Building Systems, *Facility Guidelines, Lighting, Roofing, *School Construction, School Design, *Specifications, *Structural Building Systems.

Following a brief history and explication of the School Construction System Development Project, descriptions of a group of standard building components developed to satisfy three objective are presented—(1) to build better schools, (2) to build them more economically, and (3) to build them more rapidly. Detailed structural and performance specifications are presented for the four system components, namely, the structural-roof system, the air conditioning system, the lighting-ceiling system, and the interior partitions system. Schematics and photographs supplement the descriptions. (FS)

ED 031 036 EF 000 273

New Schools for New Education. A Report from Ann Arbor.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date [60]

Note—59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—*Architectural Character, *Architecture, Building Design, Component Building Systems, Design Needs, *Design Preferences, *Flexible Facilities, *High School Design, School Buildings.

A summary is presented of a conference of architects and educators concerned with the architectural implications of Images of the Future, a booklet offering ideas for the qualitative improvement of the nation's secondary schools. In the conference proceedings emphasis is given to implications concerned with the maturity of students and the flexibility of facilities. Also included is a series of new design proposals for high schools along with graphic illustrations which supplement the proposals. (FS)

ED 031 037 EF 000 327

Murphy, Judith

Middle Schools. Profiles of Significant Schools.

Educational Facilities Labs., Inc., New York, N.Y.

Note—67p.

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—*Architectural Character, Building Design, Design Preferences, Educational Innovation, *Facility Case Studies, *Flexible Facilities, *Middle Schools, School Architecture, School Buildings, *School Design.

Following a consideration of the middle school and the educational concepts involved, profiles are presented of eleven middle schools designed with a sense of innovation, adaptability, and matching institutions to the needs and potentials of children. Some of the schools are wholly committed to innovation from team teaching to ultimate nongradedness, but others follow fairly conventional classroom patterns for the present. The descriptions emphasize why the schools were designed as they were, and how they were designed and built. Schematics and photographs are included along with an evaluation of the schools relative to the programs for which they were planned. (FS)

ED 031 038 EF 001 340

Conventional Gymnasium vs. Geodesic Field House. A Comparative Study of High School Physical Education and Assembly Facilities.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 61

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Architectural Character, *Component Building Systems, Design Preferences, *Facility Case Studies, *Field Houses, Gymnasiums, *Physical Education Facilities, Recreational Facilities, School Buildings, *School Design.

A description is presented of the design features of a high school's geodesic dome field house. Following consideration of various design features and criteria for the physical education facility, a comprehensive analysis is given of comparative costs of a geodesic dome field house and

conventional gymnasium. On the basis of the study it would appear that school systems seeking better accommodation for their physical education program would do well to consider the use of geodesic structure. Graphic illustrations are included. (FS)

ED 031 039 EF 001 989

Space Allocations and Capital Costs.
Commonwealth of Massachusetts, Boston. Board of Regional Community Colleges.
Pub Date Dec 66

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Bibliographies, *Community Colleges, *Comparative Statistics, *Facility Guidelines, Laboratories, Libraries, Offices (Facilities), *Space Utilization, *Student Costs, Student Unions

This compilation of authoritative practices and standards is offered as a means of obtaining guidelines for those involved in planning and construction of permanent campus facilities for community colleges in Massachusetts for full-time day students. Comparative criteria based on these studies are cited in the following areas—room and station utilization, classrooms, offices, laboratories, libraries, physical education, food services, student services, parking, museums, and auditoriums. (HH)

ED 031 040 EF 002 734

Lew, Donald J. Candoli, I. Carl
A Feasibility Study of the "Cultural-Educational Park" for Chicago.

Michigan State Univ., East Lansing. Coll. of Education.

Report No.—EP-1

Pub Date Feb 68

Note—83p.

EDRS Price MF-\$0.50 HC-\$4.25

Descriptors—*Bibliographies, Community Study, Cultural Centers, Decentralization, *Educational Complexes, Educational Needs, *Educational Parks, Educational Planning, Evaluation Criteria, *Feasibility Studies, *Research

A report of a study conducted for the Chicago Public School System on the feasibility of the cultural-educational park answering the educational needs of the community. The concept is defined and its historical development traced, its advantages, disadvantages and evaluative criteria are noted, and finally, specific recommendations are made. A bibliography of resource materials on educational parks is included. (FPO)

ED 031 041 EF 002 767

Dickey, Donald D.
Athletic Lockers for Schools and Colleges: Their Design—Selection—and Purchase with Functional Tips and Suggestions for the Modern Athletic Locker Room.

Pub Date 67

Note—29p.

Available from—Donald D. Dickey, P. O. Box 6630, Minneapolis, Minnesota 55420 (\$1.50)

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—*Athletic Equipment, Equipment Standards, *Equipment Storage, Field Houses, Gymnasiums, *Locker Rooms, *Physical Education Facilities, *Purchasing, Specifications

Information is provided relative to the design, selection, and purchase of locker equipment for athletic and physical education use. Some suggestions offered are for both specific applications, and some are general to any locker dressing room. Among the topics discussed are construction and joining of lockers, ventilation and drying, administrative problems, and security. (FS)

ED 031 042 EF 003 022

Brooks, Richard D.
Comprehensive Planning in State Educational Agencies. A Rationale and Discussion of the Planning Function and Structure Within State Education Agencies.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date Dec 68

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Administrative Agencies, *Administrative Principles, Administrator Guides, *Agency Role, Bibliographies, Educational Administration, Educational Needs, *Educational Planning, *Guidelines, *State Agencies

In order to show how planning might be implemented and structured at the state education agency level, basic principles and guidelines regarding the establishment and operation of educational planning units are identified and related to the development of planning capabilities in state education agencies of Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. Following discussions of the need for comprehensive planning and the responsibility of the state education agency for educational planning, a functional description is presented of the planning process and its structure in state education agencies. Capabilities necessary for effective planning are identified, and illustrative state planning activities are presented in the appendix. Books concerning educational planning are included in a bibliography. (FS)

ED 031 043 EF 003 061

Meyer, Richard D.
Sense Staging. The Result of 8 Years of Directing and Designing for the Open Stage.

Hub Electric Co., Inc., Elmhurst, Ill.

Pub Date 68

Note—5p.

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Cooperative Planning, *Design Needs, *Physical Environment, *Stages, *Theaters

Theatrical revolution symbolized by the open stage is discussed. The mere absence of the proscenium arch can insure no more than an architectural modification. Any genuine and lasting artistic liberation must come with the attitudes guiding the use of the stage. The only valid principles are those which can point gently toward contemporary dramatic satisfaction while leaving room for the necessary continuing innovation in the future. Sense staging becomes a part of the play itself. It is more than a setting and a background—it is an environment that sometimes mingles with the meaning of the play itself. This approach means that the director and the designer work well as a team. They must be able to agree upon the varying emphasis that all these factors should receive in each separate production. Some plays will need only the simplest scenic touches. Others use effects that result in the technical director's having a direct relationship with the actors themselves. (RK)

ED 031 044 EF 003 115

Project Reward...And Campus Building.
Rensselaer Polytechnic Inst., Troy, N.Y. Center for Architectural Research.

Pub Date 69

Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—*Building Design, *Campus Planning, Classroom Design, Communications, *Educational Specifications, *Instructional Improvement, *Instructional Innovation, Instructional Media, Planning

This report describes a project experiment, the goal being to improve the quality and efficiency of instruction at Rensselaer Polytechnic Institute. To that end it assembled a staff of professionals and technical people, established a broad spectrum of programs and services, and initiated a goal of educational innovation both of Rensselaer, and elsewhere. Some changes and advances brought about through the project concern class size, instructional technology, large group instruction, and a communications center. (FPO)

ED 031 045 EF 003 146

What Went Wrong? Maintenance and Operation Errors to Avoid in Educational Facility Planning.

Council of Educational Facility Planners, Columbus, Ohio.

Pub Date Jul 68

Note—247p.

Available from—Council of Educational Facility Planners, 29 W. Woodruff Avenue, Columbus, Ohio 43210 (\$5.00)

EDRS Price MF-\$1.00 HC-\$12.45

Descriptors—Classrooms, Environmental Influences, Equipment, *Facility Guidelines, Food Handling Facilities, Health Facilities, Housing, Instructional Materials Centers, Laboratories, *Physical Design Needs, Physical Education Facilities, *School Environment, *School Maintenance, *School Planning, Site Development, Spatial Relationship, Theaters, Traffic Patterns, Utilities

Area-by-area discussions of the components of new educational buildings and the problems that can occur once a building is in use are presented. Methods to be used in avoiding future maintenance and operation troubles are also included. Emphasized throughout is the responsibility of the educational facility planner to learn as much as he can about the building he controls. Plant planning should not be carried on with preconceived notions or lack of information. (RK)

ED 031 046 EF 003 184

Clarke, John H.
Effective Stack Design in Air Pollution Control.

Pub Date Mar 68

Note—9p.

Available from—Reinhold Pub. Corp., 10 S.

LaSalle St., Chicago, Illinois 60603

Journal Cit.—Heating, Piping, and Air Conditioning; p125-133, Mar68

Document Not Available from EDRS.

Descriptors—*Air Flow, *Air Pollution Control, Architectural Elements, Bibliographic Citations, *Building Design, Building Equipment, *Chimneys, Design Needs, *Guidelines, Pollution, Water Pollution Control

Stack design problems fall into two general categories—(1) those of building re-entry, and (2) those of general area pollution. Extensive research has developed adequate information, available in the literature, to permit effective stack design. A major roadblock to effective design has been the strong belief by architects and engineers that high stacks—or any stacks for that matter—are ugly attachments that detract greatly from building appearance. This need not be the case. It is the purpose of this paper to demonstrate that better solutions are possible. Contents include—(1) stack design and prevailing winds, (2) air flow around buildings, (3) air and water pollution control, and (4) recommendations for effective stack design. A bibliography of references on air pollution and stack design is also included. (RH)

ED 031 047 EF 003 234

Beitchkal, James
Carpet Wins Cautious Approval.

Pub Date Apr 64

Available from—McGraw-Hill Publications, Circulation Dept., 1050 Merchandise Mart, Chicago, Illinois 60654

Journal Cit.—Nation's Schools; v73 n4 p79-81, 122, 124, Apr 64

Document Not Available from EDRS.

Descriptors—Achievement, Acoustical Environment, Behavior Patterns, *Carpeting, *Classroom Environment, Economics, *Evaluation, *Flooring, Maintenance

Schoolmen across the country are finding that not only teachers and students but taxpayers show signs of recognizing that carpet as a school floor covering may offer more function than frill in assessment of the product; however, many architects and schoolmen are withholding final judgment because not enough carpeted schools have been around long enough. Studies conducted so far by school districts using carpet rarely consider the replacement cost of carpet versus other floor coverings. In addition to having a lack of experience with carpet as a floor covering, schoolmen are faced with apparently conflicting statements about cost comparisons between carpet and tile. Some of the typical questions asked by administrators along with answers based on materials supplied by schoolmen, architects, and the American Carpet Institute are included. (RK)

ED 031 048 EF 003 291

Supplementary Educational Center. A Project of the Cleveland Public Schools Conducted Under Title III of the Elementary and Secondary Education Act of 1965.

Supplementary Educational Center, Cleveland, Ohio.

Pub Date [67]

Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—*Educational Innovation, Educational Objectives, Educational Programs, Elementary Education, *Federal Programs, Secondary Education, *Supplementary Education, *Supplementary Educational Centers, *Urban Education, Warehouses

This brochure describes the development and operations of a supplementary educational center in downtown Cleveland. The facility used had

formerly been a warehouse. The center offers the school children of Cleveland new and varied educational experiences not available in the neighborhood school. Objectives and programs are discussed as are floor plans for the history, science, and music sections. (FPO)

ED 031 049 EF 003 294
Building Systems Information Clearinghouse
 Newsletter, Vol. 1, No. 1, Spring 1969.
 Stanford Univ., Calif. School Planning Lab.
 Pub Date 69
 Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85
 Descriptors—College Housing, *Experimental Schools, High Schools, Methodology, Research, *School Construction, *School Planning, Specifications, *Systems Approach, *Systems Development

Identifiers—GHS, Great High Schools, School Construction Systems Development, Schoolhouse Systems Project, SCSD, SEF, SSP, Study of Educational Facilities, University Residential Building System, URBS

The first of an occasional series of publications dealing with all aspects of systems building. This issue is devoted to a general overview of all systems projects funded by the Ford Foundation's Educational Facilities Laboratories, since the School Construction Systems Development Project was first funded in 1962. It includes the following projects—(1) Study of Educational Facilities-Toronto, (2) Recherches en Amenagements Scolaires-Montreal, (3) Schoolhouse Systems Project-Florida, (4) Great High Schools-Pittsburgh, (5) University Residential Building System-California, and (6) School Construction Systems Development-California. (FPO)

ED 031 050 EF 003 320
 Mason, Ellsworth
 A Guide to the Librarian's Responsibility in Achieving Quality in Lighting and Ventilation.
 Pub Date Jan 67
 Note—6p.

Available from—R. R. Bowker Co., 1180 Avenue of the Americas, New York, N. Y. 10036
 Journal Cit—Library Journal; v92 p201-206 Jan 67

Document Not Available from EDRS.

Descriptors—Air Conditioning, Building Design, Climate Control, *Controlled Environment, Design Needs, *Environmental Influences, Illumination Levels, *Libraries, *Lighting, Mechanical Equipment, Physical Environment, Temperature, Thermal Environment, *Ventilation

Quality, not intensity, is the keystone to good library lighting. The single most important problem in lighting is glare caused by extremely intense centers of light. Multiple interlacing of light rays is a factor required in library lighting. A fixture that diffuses light well is basic when light emerges from the fixture. It scatters widely, sending out multiple rays in many directions. To get the kind of interlacing needed, this effect of a single fixture must be multiplied as many times as possible. The character of the surround walls, floor, and any furniture or equipment within the lighted space must also be considered. The darker they are, the lower the intensity and the poorer the quality of light that will result from any given ceiling source. A good ventilation system is as important as good lighting in effecting the patron's reaction to a library. Good quality in air distribution is more important than temperature settings. Basic requirements of a good quality ventilation system for a library are simple—it must distribute air throughout the building at the proper volume, at the proper temperature, from a proper distance, and at a suitable noise level. (RK)

ED 031 051 EF 003 324
 Mason, Ellsworth
 Some Advice to Librarians on Writing a Building Program.
 Pub Date 1 Dec 66

Available from—R.R. Bowker Co., 1130 Avenue of the Americas, New York, N.Y. 10036
 Journal Cit—Library Journal; p5838-5844 Dec 1966

Document Not Available from EDRS.

Descriptors—*Building Design, *Construction Programs, *Design Needs, *Facility Guidelines, *Library Facilities, Space Classification, Specifications

A library building program is a reference handbook for the architects to use throughout their planning. It should contain—(1) table of contents, (2) index, (3) summary lists of space requirements, and (4) other useful summaries. The purpose of the program is to define the library building for the architect as interacting separate units of the library operation. If the program states clearly and intelligently what units must be included in the library, how large each one should be, and what will go on in each, and why, the basic planning of the building has been substantially completed. The specification of the library areas is the most important part of the library program. It should list the units to be provided in the library building, grouped to encourage the architect to think of those within each group as related to each other. Three statistics underlie the writing of specifications of the library areas—(1) the total number of student seats to be provided, (2) the total staff to be accommodated, and (3) the total number of loads to be shelved in the new building, at peak capacity for the period of time it is intended to serve. (RK)

ED 031 052 EF 003 379
Bibliography of Selected SCSD, URBS, SSP, SEF, and RAS Publications.
 Stanford Univ., Calif. School Planning Lab.
 Pub Date [69]
 Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Annotated Bibliographies, College Housing, *Component Building Systems, Construction Costs, Economics, Elementary Schools, Guidelines, Junior High Schools, Middle Schools, *School Construction, School Environment, *School Planning, Senior High Schools, Specifications, *Structural Building Systems

The annotated bibliography contains publications and report listings of the following sources—(1) School Construction Systems Development (SCSD), (2) University Residential Building Systems (URBS), (3) Florida Schoolhouse Systems Project (SSP), (4) Study of Educational Facilities (SEF), and (5) Recherches en Amenagements Scolaires (RAS) Building Systems. (RK)

ED 031 053 EF 003 412
 A Guide to Food Service Operation Planning with Information on Preparing and Submitting Plans and Specifications.
 Ohio State Dept. of Health, Columbus.
 Pub Date 68
 Note—31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—*Architectural Elements, Dining Facilities, Dishwashing, Equipment Standards, *Facility Guidelines, Facility Requirements, *Food Handling Facilities, *Food Service, Planning, *Specifications

Guidelines are presented for planning a food service operation which is defined as any place kept or maintained for the purpose of preparing or serving meals or lunches for a consideration. Brief discussions are presented pertaining to the value of planning and the preparation and use of plans and specifications. Recommendations and specifications are then presented pertaining to design, structural, and functional features of the food service operation, such as food storage facilities, cleaning facilities, and lighting. Graphic illustrations supplement the discussions. (FS)

ED 031 054 EF 003 413
 du Von, Jay
 The Campus Landscape.
 Pub Date May 66
 Note—16p.

Available from—American Education; Supt. of Documents, U.S. Govt. Printing Office, Washington, D.C. 20402 (150)
 Journal Cit—American Education; May 1966
EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Campus Planning, College Planning, Driveways, *Landscaping, Maintenance, Motor Vehicles, Parking Areas, Parking Controls, Parking Facilities, School Environment, *Site Analysis, *Site Development, *Traffic Circulation, Traffic Control, Traffic Patterns, Vehicular Traffic

All across the country, landscaping and site development are coming to the fore as essential and integral parts of university planning and development. This reprint concentrates on the

function of landscape architecture, and briefly examines some of the major responsibilities of the landscape architect in planning a campus. Included are—(1) circulation and parking, (2) transportation, (3) drainage, (4) topsoil, (5) vistas and views, (6) circulation of outdoor spatial form, and (7) maintenance area design. Landscaping details for several major campuses are examined for their functional and aesthetic solution to the improvement of the campus environment. (RH)

ED 031 055 EF 003 416
 Fouad, Monira Y.
 Campus Transportation Planning: A Case Study of the Lafayette Campus of Purdue University.
 Final Report.

Indiana State Highway Commission, Indianapolis; Purdue Univ., Lafayette, Ind.
 Report No.—JHRP-9-12-2
 Pub Date Feb 69
 Note—148p.

EDRS Price MF-\$0.75 HC-\$7.50

Descriptors—*Campus Planning, Facility Case Studies, Facility Guidelines, *Facility Requirements, Facility Utilization Research, *Parking Facilities, Pedestrian Traffic, *Traffic Circulation, *Transportation, Vehicular Traffic

The problems and future requirements related to transportation on the Purdue University, Lafayette campus, are examined. After identifying a central academic zone, future requirements are estimated related to the pedestrian circulation system, pedestrian-vehicle conflicts, parking facilities, and mass transportation systems in the zone. A number of alternate plans are developed to meet the future needs of circulation within the academic zone as well as those of commuters. Recommendations are also made as to which plan ought to be implemented. A bibliography is included. (FS)

ED 031 056 EF 003 417
 Goodfriend, Harvey J. And Others
 Centre City Community College—A Simulation in Comprehensive Planning.
 Pub Date Jun 69
 Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*College Planning, *Community Colleges, Educational Administration, Educational Planning, Models, *Post Secondary Education, Research Methodology, *Simulation, *Urban Education

A simulation of a community college in an urban setting is presented to test certain hypotheses and to accumulate ideas about how planning can become more comprehensive and successful. Included in the simulation is information concerned with the program, background and characteristics of the community and its population, statement of problems, assignment of roles, distribution of power, resource allocation, budget, and college sites. The simulation offers a laboratory opportunity to explore problems in developing a community college and identifies more effective methods. (FS)

ED 031 057 EF 003 435
 Rutgers, Norman L.
 Modernizing Mechanical Services.
 Pub Date May 69

Note—13p.; Speech Presented at National Conference on School and College Facilities, May 4-7, 1969, Las Vegas, Nevada

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Acoustical Environment, Air Conditioning Equipment, Building Conversion, Building Design, *Building Equipment, *Building Improvement, *Building Obsolescence, Construction Costs, Construction Needs, Educational Facilities, Elementary Schools, Environmental Influences, Facility Expansion, *Mechanical Equipment, *School Improvement, Secondary Schools, Surveys, Thermal Environment

Some of the problems of renovating school buildings and in particular the modernization of mechanical services in existing facilities are discussed. According to school management publications, approximately 42 per cent of our elementary and 59 per cent of our secondary schools are 15 years old or older. School plants, which were built 12 to 15 years ago, are today second-class educational facilities and deserve more attention than they are currently being given. These plants require revisions in order to

create adequate thermal and acoustical environments to provide today's student with functionally efficient classroom facilities. When modernizing mechanical equipment, a combined report by a qualified mechanical engineer and mechanical contractor should be written. This report should relate the condition of the system as it exists, and it should also include an estimate on the cost required to bring this system up-to-date. (RH)

ED 031 058 EF 003 440

School Auditoriums.

Pub Date Dec 65

Note—18p.; The American School Board Journal Bookazine

Available from—Bruce Pub. Co., 400 N. Broadway, Milwaukee, Wisc. (\$.50)

Journal Cit—American School Board Journal; Dec 65

Document Not Available from EDRS.

Descriptors—Acoustical Environment, Audiovisual Instruction, *Auditoriums, Design Needs, Educational Needs, *Equipment, *Facility Guidelines, *Flexible Facilities, Lighting, Music Facilities, Physical Environment, Space Utilization, Spatial Relationship, *Stages, Theaters

Auditoriums of the future, divisible auditoriums, economic advantages of multi-service space and auditorium location are discussed. Also presented are guides for buying and selecting seating, state equipment, portable stages, and stage lighting. (RK)

ED 031 059 EF 003 466

Student Housing Cost Study.

California Univ., Berkeley. Univ. Residential Building System.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.

Report No.—URBS-Pub-3

Pub Date Oct 67

Note—131p.

EDRS Price MF-\$0.75 HC-\$6.65

Descriptors—Air Conditioning, *Building Design, Building Materials, *College Housing, *Component Building Systems, *Construction Costs, Dormitories, Equipment, Estimated Costs, Flooring, Furniture Arrangement, Heating, Interior Space, Plumbing, Research Projects, Single Students, *Structural Building Systems, Ventilation

Target costs for the University Residential Building System (URBS) Project of the University of California are presented. Findings depict the effectiveness of building design and material applications and should be useful in guiding future student housing design work, whether the design utilizes the URBS system or not. Ten recently constructed single-student residence halls on seven of the nine campuses of the University of California were selected for analysis. These buildings were grouped by types of construction as defined in the Uniform Building Code. Only residential areas, including related study rooms, lounges, toilet rooms, lobbies, and public circulation areas were included in the study. Costs as stated include only those required for construction of the residence hall building itself. The study method was to estimate the cost of buildings from the working drawings, specifications and change orders as if each project were bid for construction in the San Francisco Bay Area in January 1966. (RK)

ED 031 060 EF 003 469

Storage Study.

California Univ., Berkeley. Univ. Residential Building System.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.

Report No.—URBS-Pub-4

Pub Date Oct 67

Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—Building Equipment, *College Housing, Design Preferences, Dormitories, Females, Furniture Design, Interior Space, Males, *Physical Design Needs, Questionnaires, Research Projects, *Space Utilization, Standards, *Storage, *Student Needs, Student Opinion

Detailed information concerning the kinds and quantities of possessions of a representative group of University of California students is presented. The findings permit appraisal of the degree of effectiveness of existing student storage elements.

Inventory questionnaires were distributed to single students on four University of California campuses during the months of January 1967. The campuses involved were Davis, Los Angeles, Riverside, and Santa Barbara. A summary of the tabulated information appears in sections 4 and 5. The questionnaire further gave an opportunity to obtain useful information about student living habits and student opinions about their living quarters. In planning the student room, consideration must be given not only to the qualitative adaptability of furniture but also a quantitative adaptability so that the student may add or subtract storage furnishings as needed to accommodate his possessions. There appears to be a need for furnishings which can further permit each student to personalize his room by allowing the storage of possessions according to his own preference. In developing storage, the primary focus should be on possessions which are frequently used and must, therefore, be immediately accessible. (RK)

ED 031 061 EF 003 538

Gross, Ronald Murphy, Judith

Educational Change and Architectural Sequences. A Report on Facilities for Individualized Instruction.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 68

Note—90p.

EDRS Price MF-\$0.50 HC-\$4.60

Descriptors—*Architectural Elements, Buildings, *Educational Innovation, *Flexible Facilities, *Individualized Instruction, Middle Schools, Preschool Education, Primary Grades, *School Design, Secondary Schools

A primer on school design prepared to serve as a review of educational change and architectural consequences. Major themes underlying reforms in education are discussed, teaching and alternative learning arrangements are reviewed, and the interrelation of school activities are examined. The current educational scene is reviewed in an attempt to discover those innovations which have implications for facilities. Alternative teaching-learning arrangements needed to meet various educational objectives are portrayed. Also suggested are some various combinations of people, spaces and resources to indicate how certain activities might take place in relation to one another. Many photographs, diagrams and drawings illustrate this document. This document previously announced as ED 026828. (FPO)

ED 031 062 EF 003 539

Miller, William O'Donnell

20 Million for Lunch.

Report No.—TR-NO-3

Pub Date Mar 68

Note—63p.

EDRS Price MF-\$0.50 HC-\$3.25

Descriptors—*Bibliographies, *Cost Effectiveness, Design Needs, Dining Facilities, *Facility Guidelines, Federal Aid, Food Handling Facilities, *Food Service, *Lunch Programs, Vending Machines

A comprehensive treatment of school lunch programs and facilities designed to aid school administrators in the planning and evaluation of their food service facilities. An historical perspective of school food service programs is followed by descriptions of the important considerations in planning and evaluating a school food service program. Among the items discussed are meal types and menu planning, serving facilities, preparation systems, facilities design, operating methods, contract feeding costs and guidelines, and vocational education programs. The appendix contains information concerning government subsidy programs, sample menus, food standards, food purchasing guidelines, and a bibliography of pamphlets, books and periodicals. This document previously announced as ED 023282. (NI)

ED 031 063 EF 003 540

Divisible Auditoriums.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date May 66

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—*Acoustics, *Auditoriums, *Building Design, College Buildings, Construction Needs, Design Needs, *Educational Facilities, *Flexible Facilities, *Movable Partitions, School Buildings, *Theaters

Building designs which have been significant in the development of the divisible auditorium and theater and the fundamental concepts of the multi-purpose facility were reviewed. While not a comprehensive collection of divisible facilities, the installations reported on are those that appear to be landmarks in the evolution of the multi-use concept, and not necessarily those that represent the highest development of a particular approach to divisibility. The installations reviewed range from teaching auditoriums in high schools to multi-arts theaters at a university. In addition, a section is included on the acoustics of the operable or movable partition which is often utilized in divisible facilities. This document previously announced as ED 015629. (BH)

ED 031 064 EF 003 541

Roberson, Nan

Air Structures for School Sports.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date May 64

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*Air Structures, Athletic Activities, Construction Costs, Costs, Maintenance, *Physical Education Facilities, *Prefabrication, Safety, School Construction, School Maintenance, School Safety

Air structures are fabric buildings blown up and held up by air pressure. Experiments with such structures were conducted as early as 1917. In 1948 the United States Air Force sought a new way of housing large radar antennae planned for the arctic. As an outcome of their search, Birdair Structures, Inc., which is now one of several companies selling such structures, was founded. Early experiences with air structures for schools in Litchfield, Connecticut, were disappointing. The subsequent erection of two more bubbles was evidence that satisfaction was eventually achieved. Cost estimates of \$2.14 per square foot compare favorably with wood-domed fieldhouses at \$6.53 per square foot or geodesic fieldhouses at \$8.34 per square foot. Costs for swimming pool use are estimated at \$9.38 per square foot as compared to \$26.00 and \$32.00. Ease of heating is also emphasized. Installation time is approximately one day. There is no danger of suffocation in case of deflation because the process is slow and the material can easily be lifted should one find it necessary to get out under such conditions. There is no fire danger. Because of high reflection surface, lightning problems are minimal. This document previously announced as ED 018 924. (RH)

ED 031 065 EF 003 542

Dober, Richard P.

The New Campus in Britain—Ideas of Consequence for the United States.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 65

Note—75p.

EDRS Price MF-\$0.50 HC-\$3.85

Descriptors—*Building Design, *Campus Planning, *College Planning, *Educational Environment, Educational Facilities, Institutional Environment, *Master Plans, Student Enrollment

A revolution in planning was triggered by a report of the special committee on education which investigated the availability of places in relation to student enrollment projection. Six new universities were constructed as a result with an emphasis on design. The design was developed to help solve the dilemma of "belonging" at large institutions. This was done by development of the concept of a continuous teaching environment. This concept describes a physical form that preserves communication and contact between all parts of the institution while allowing external accretion and internal change. Its essential features are geared to—(1) conformity with educational philosophy of maximum interdisciplinary contact, (2) integration of living and working areas, (3) separation of vehicular and pedestrian ways, (4) largely self-sufficient urban community, (5) optimum contrast between development and surrounding site, (6) a 24-hour university, and (7) opportunity of limitless expansion. Photographs and diagrams illustrate this concept in the case of each of the six institutions. This document previously announced as ED 014870. (HH)

ED 031 066 EF 003 543
Murphy, Judith Sutter, Robert

School Scheduling by Computer, the Story of GASP.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Dec 64

Note—64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—*Computer Programs, *Data Processing, *Flexible Schedules, *Programs, *School Schedules

Generalized academic simulation programs (GASP) is school scheduling by computer. The publication compares the manual method of developing a school schedule with the new method of computer programming. A major advantage of computer programming is that it relieves the administrator of this busy work so that he can devote his energies and time to more important educational problems. To convert to computer scheduling, a school principal will have to become acquainted with computer language or employ a programmer in a data process center. A major advantage to computer programming is that it can facilitate flexible scheduling of pupils, heretofore stymied by human shortcoming and inadequacy. Computer scheduling allows considerable leeway in setting the parameters for the scheduling of subjects. GASP should not be viewed as limited cybernetically to the scheduling of pupils. Once an administrator understands its language and its potential, the computer can be used to answer "what if" questions and "educational assumptions" which without the computer the administrator could only imagine but never implement for lack of computer programming and the knowledge of outcomes. This document previously announced as ED 018 092. (JZ)

ED 031 067 EF 003 544
Ring the Alarm! A Memo to the Schools on Fire and Human Beings.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Nov 59

Note—18p.; Some Suggestions for Principals and Other School Officials on the Management of People to Meet the Emergency of School Fires. EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Emergency Programs, *Fire Protection, Fire Science Education, *Guidelines, *School Safety

An analysis is presented of the handling of the human elements in fire safety. Emphasis is given to considerations such as how fires kill children, the school's responsibility for fire safety, causes of human failure, and the necessity for organized emergency programs and drills. Also included is a check list of items concerned with protection from fire hazard in a schoolhouse. (FS)

ED 031 068 EF 003 545
Climchy, Evans

A & M Consolidated Senior High School, College Station, Texas. Profiles of Significant Schools.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date May 60

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Architectural Character, *Architecture, Building Design, Component Building Systems, Design Preferences, *Facility Case Studies, *Flexible Facilities, *High School Design, School Buildings

A profile of a high school is presented in which the building design features provided versatile interior space and provisions for future expansion. In briefly describing the educational bases of the building design, two items are emphasized—(1) why the school was designed as it was, and (2) how it was designed and built. Schematics and photographs are included along with an evaluation of the school in relation to the program for which it was planned. (FS)

ED 031 069 EF 003 547
Olson, Lewy, And Others

On the Way to Work. Profiles of Significant Schools.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 69

Note—47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—*Architectural Character, Building Design, Design Preferences, *Facility Case Studies, School Architecture, School Buildings, *School Design, *Technical Institutes, *Vocational Schools, Vocational Training Centers

Profiles are presented of several vocational-technical schools and colleges designed to provide large, flexible, well-equipped, comfortable, efficient, teaching and learning spaces. Each demonstrates a conscious effort to fulfill the following requirements—(1) a logical relationship between classroom instruction areas and shop or laboratory spaces, (2) an overall plan that emphasizes the comprehensive nature of the school and encourages a mixture of students in widely diverse programs, and (3) attention to aesthetic considerations in an effort to create an environment that dignifies occupational education. Schematics and photographs are included with evaluations of the schools in relation to the programs for which they were planned. (FS)

ED 031 070 EF 003 548
Fitzroy, Daniel Reid, John L.

Acoustical Environment of School Buildings.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 63

Note—129p.

EDRS Price MF-\$0.75 HC-\$6.55

Descriptors—*Acoustical Environment, Classroom Research, *Educational Environment, Educational Specifications, *Environmental Criteria, Environmental Research, Experimental Schools, Flexible Classrooms, Multipurpose Classrooms, *Performance Criteria, *Physical Environment, Research, School Design, School Planning

A field study was made of the acoustical environment of schools designed for increased flexibility to meet the spatial requirements of new teaching methods. The object of the study was to define all the criteria for the acoustical design of this type of classroom including the determination of—(1) minimum acoustical separation required for effective group and individual work, (2) tolerable sound levels, and (3) objectional types of sounds. The resulting data was intended as a guide for architects, engineers, acoustical consultants, and educators. Questionnaires dealing with the aural environment of their schools were sent to teachers in thirty-seven schools in all parts of the country. Teams of acoustical consultants then analyzed each school to accurately determine noise reduction, reverberation, speech interference level and articulation index. The collected data, discussion, and conclusions are presented for each school studied. This document previously announced as ED 014 206. (JT)

ED 031 071 EF 003 549
Riker, Harold C. Lopez, Frank G.

College Students Live Here. A Study of College Housing.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 61

Note—152p.

EDRS Price MF-\$0.75 HC-\$7.70

Descriptors—*Building Design, Building Equipment, Building Innovation, College Buildings, *College Housing, *College Planning, *Construction Costs, *Design Needs, Design Preferences, Dormitories, Housing Needs, Physical Environment, Student Needs, Teacher Housing

A report providing a broad overview of problems and practices in the design of college housing facilities. Major topics include—(1) characteristics of student populations, (2) types of housing solutions, (3) environmental components and criteria, (4) planning methods, and (5) financing considerations. The discussion is centered around the needs of students and the role of housing in the educational environment. Specific material is included on housing for graduate and married students and faculty. Data is supplied for—(1) housing needs, (2) space requirements, and (3) building costs. A large number of examples are provided showing existing solutions, with photographs and floor plans. This document previously announced as ED 014 195. (MM)

ED 031 072 EF 003 550
Kohn, Sherwood

The High School Auditorium, 6 Designs for Renewal. A Report from Educational Facilities Laboratories.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Feb 67

Note—56p.

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—*Auditoriums, *Building Conversion, Building Design, Building Innovation, *Space Utilization

High School auditoriums are often much too large, serve a limited number of functions, and are unused a major portion of the year. This paper details designs for auditorium modification in six high schools aimed at making the space more usable for such functions as small lectures, lunchrooms, libraries, etc. This document previously announced as ED 018 084. (JT)

ED 031 073 EF 003 551
Total Energy, A Technical Report From Educational Facilities Laboratories.

Educational Facilities Labs., Inc., New York, N.Y.

Report No.—TR-2

Pub Date Mar 67

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—*Air Conditioning, Air Conditioning Equipment, Building Design, Building Equipment, Climate Control, *Controlled Environment, Equipment, Equipment Standards, *Heating, *Lighting

A study of total energy (central heating, cooling, lighting, and power systems) was made by an independent agency in order to objectively determine the implications and advisability for use in American schools and colleges. The resulting report includes case studies, feasibility guidelines, plant and equipment design guidelines, and a discussion of future trends. This document previously announced as ED 018 959. (JT)

ED 031 074 EF 003 552
Kohn, Sherwood D.

Three High Schools Revisited—Andrews, McPherson, and Nova. Profiles of Significant Schools.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Jul 67

Note—42p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—Acoustical Environment, Air Conditioning, Audiovisual Aids, *Building Innovation, *Controlled Environment, *Educational Innovation, *Facility Case Studies, Flexible Facilities, Flooring, *High Schools, Individual Instruction, Resource Centers, Team Teaching, Windowless Rooms

Three schools—Nova High School in Fort Lauderdale, Florida, McPherson Senior High School in McPherson, Kansas, and Andrews Senior High School in Andrews, Texas—are examined in this report. All of them are considered advanced educational plants, and all have been in full operation for less than five years, but most of their innovative aspects have already been thoroughly tested. Many have proven effective. Some, on the other hand, have not, and it is the purpose of this report to replay the valuable lessons that educators have learned in actual practice, informing future planners as to which features might be emulated and which avoided in the design of school buildings for the space age. All incorporate—(1) team teaching, (2) individual instruction, (3) audio-visual aids, (4) decentralized resource facilities, and (5) efficient environmental controls leading architects in the direction of flexible, multipurpose space, library focal points, full air-conditioned and carpeted buildings, greater use of acoustical materials, one-floor loft places, windowless areas, teachers' offices and planning rooms, and modern communications hardware. This document previously announced as ED 019 834. (RK)

ED 031 075 EF 003 553
Design for Paperbacks. A How-To Report on Furniture for Fingertip Access.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date [68]

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Classroom Furniture, Design Needs, Equipment, *Furniture Arrangement, *Furniture Design, *Library Equipment, *Paperback Books

The designs for paperback book display and storage furniture presented in this report aim at providing physical solutions to the problems and needs generated by the use of paperbacks in education. First and foremost, they are directed toward accessibility of the books in the library, bookstores, classrooms, lounges, commons, corridors, and wherever else students may move or assemble in the school house. Secondly, they are calculated to attract youngsters to reach for the books on impulse. The designs are adaptable in traditional buildings with fixed interior partitions and in buildings with increasing degrees of openness for team-teaching and nongraded programs. This document announced previously as ED 019 837. (RK)

ED 031 076

EF 003 554

Weinstock, Ruth

Space and Dollars—An Urban University Expands.

Case Studies of Educational Facilities, Number 2.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 61

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—Building Conversion, College Buildings, *College Planning, *Facility Case Studies, Facility Expansion, *Facility Requirements, Facility Utilization Research, *Feasibility Studies, Master Plans, Parking Areas, *Urban Universities

Identifiers—Drexel Institute of Technology, Philadelphia, Pa.

Using Drexel Institute of Philadelphia as a case study, Educational Facilities Laboratories investigated six areas of inquiry facing an urban university contemplating expansion—(1) economics of high-rise building, (2) economics of constructing low building units which can be vertically expanded at a later date, (3) conversion of industrial buildings to educational use, (4) the parking problem, (5) arrangement and use of space to achieve high utilization, and (6) determination of future space requirements. The findings were—(1) the relationship between the cost of the land and the cost of vertical transportation in the primary consideration of the practicality of high rise, \$9.50 per square foot being the equivalent figure, (2) constructing a low building to provide for future vertical expansion is practical except where prohibitive soil conditions exist, (3) economics of time and money are achieved in conversion of an industrial building to academic use if the location is good, (4) a multiple-story open air parking garage is economically feasible when land is more expensive than \$5.00 per square foot, (5) compactness is the key to high facility utilization, and (6) a master plan is needed to predict future enrollment and its ensuing effect upon classroom laboratory and office space. This document previously announced as ED 014 868. (JP)

ED 031 077

EM 000 257

De Vera, Jose Maria

Educational Television in Japan.

Pub Date 67

Note—140p.

Available from—Charles E. Tuttle Co., 28 S. Main St., Rutland, Vermont 05701; Sophia University, Tokyo

Document Not Available from EDRS.

Descriptors—Adult Education, Cultural Education, *Educational Television, *Japanese, Listening Groups, Mass Instruction, *Public Television, Televised Instruction, Television Curriculum, Television Research, Television Surveys, *Television Viewing, Viewing Time

Identifiers—Japanese Broadcasting Corporation, Nippon Hoso Kyokai

With an eye toward further collaboration between U.S. and Japanese broadcasters, the overall approach and effect of Japanese educational television (ETV) is examined. While in the United States ETV has no advertisement and is non-profit, the Japanese only require that any advertisement be not obstructive to social education. Their broadcasting has both school and adult education programs. The content of school programs is taken from established curricula and directed to the in-school population. Adult pro-

grams are directed toward the out-of-school population and may concern any instructive subject. Cultural programs are directed to the general public and may concern any socially beneficial topic. Nippon Educational Television (NET), a commercial station, one network owned by the public Nippon Hoso Kyokai (NHK), and Tokyo, Channel 12, the private station of the Japan Science Foundation, are Japan's ETV (Educational Television) broadcasters. There are ambiguous statistics on the use and appreciation of ETV. Research shows that it is almost impossible to isolate the effects of ETV from other variables but that, generally, mental alertness is improved by the television experience. Legal and financial difficulties, as well as choice of content and approach, are the continuing problems of Japanese ETV. (AN)

ED 031 078

EM 000 814

Teaching by Television.

Ford Foundation, New York, N.Y.; Fund for the

Advancement of Education, New York, N.Y.

Pub Date Jan 61

Note—94p.

Available from—Ford Foundation, Office of Reports, 477 Madison Ave., New York, N. Y. (free)

EDRS Price MF-\$0.50 HC-\$4.80

Descriptors—Class Size, College Programs, *Educational Television, *Experimental Teaching, *Feasibility Studies, Inservice Teacher Education, Instructional Aids, Instructional Television, *Large Group Instruction, Student Opinion, Student Teacher Relationship, Teacher Attitudes, Team Teaching, Telecourses, Television Curriculum, *Television Teachers, Video Tape Recordings

Because good teachers are in short supply, it is necessary to find ways of increasing their effectiveness. Students learn as much from television as from conventional instruction when the programs are viewed for academic credit. Experiments at Pennsylvania State University (1954; 1956-57) showed that it is difficult to assess the value of such telecasts. Faculty and students felt that large classes (over 200), and a desire for the best teaching available, encourage television, while a lack of student-teacher feedback discourages it. In 1955, programs were introduced in the public schools which led to the National Program. This was intended to determine the feasibility of television instruction as a major resource, to teach larger classes with fewer teachers and classrooms, at the same time raising the quality of instruction. Maximum class sizes were 175 in elementary schools, and 500 at the junior and senior high levels. The television students performed better than conventional students over the two-year test period. Television, though subject to imperfections, provided, by and large, many advantages over conventional teaching. Its imperfections emphasized that the technique is not a panacea, but a tool whose effectiveness resides mainly in the resourcefulness of the user—in this case, the teacher. (TI/GO)

ED 031 079

EM 006 191

Mass Media in the Developing Countries; A Unesco Report to the United Nations. Reports and Papers on Mass Communication, Number 33.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 61

Note—47p.

Available from—Mass Communication Clearing House, Unesco, Place de Fontenay, Paris-7e, France; also, Unesco Publications Center, P.O. Box 433, 317 E. 34th St., New York, N. Y. 10016 (\$5.00)

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—*Developing Nations, *Economic Development, Educational Needs, Films, *Information Dissemination, Information Needs, Information Services, *Mass Media, Publications, Radio, *Technical Assistance, Television, World Problems

Identifiers—UNESCO Paris

There is statistical evidence to show that the expansion of a nation's economy is paralleled by the expansion of its media. Almost 70 per cent of the world's population, spread over 100 countries, does not have basic mass information facilities. These areas are always underdeveloped and lack facilities for formal education. It is a principle of the United Nations that freedom of infor-

mation is a basic human right, and that is the reason for this report. It describes past efforts, both by special agencies and by United Nations organs, to develop information media, and sketches the problems of developing information media in society, focusing on the problems as they exist in South East Asia, Latin America, Africa, the Middle East, and other areas. It offers recommendations, first in general terms, and then according to media: news agencies, press, radio, film, and television. The report concludes with a discussion about financing a development program. References are provided. (Author/GO)

ED 031 080

EM 006 860

The ITV Humanities Project; A History of Five Experimental Programs for Instructional Television.

WGBH Educational Foundation, Boston, Mass.

Spoons Agency—National Endowment for the Humanities, Washington, D.C.

Pub Date [68]

Note—154p.

EDRS Price MF-\$0.75 HC-\$6.24

Descriptors—Audiovisual Instruction, Educational Television, *Experimental Programs, Experimental Teaching, Humanities, *Humanities Instruction, Instructional Aids, *Instructional Innovation, Instructional Media, *Instructional Television, *Interdisciplinary Approach, Media Research, Media Technology, Production Techniques, Televised Instruction

Identifiers—ITV Humanities Project

In 1967, the ITV Humanities project, under a grant from the National Endowment for the Humanities, sponsored a search for instructional television series proposals which were to show an innovative, interdisciplinary approach to the teaching of humanities at the high school level. Five proposals were selected to be developed into pilot productions. The creator of the idea for the series met with a staff of television production personnel and Humanities experts to produce the pilot program. The programs were then viewed by producers, directors, and ITV personnel at the National Association of Educational Broadcasters national convention, a typical high school class, and 25 high school teachers. Scripts and verbatim transcriptions of conferences and discussions document the evolution of the original idea into the final production. The comments of ITV experts, high school students and teachers serve as an evaluation for each program. A production chronology is given for each show. The report is intended primarily for anyone who may be interested in the problems related to producing instructional television programs. (JY)

ED 031 081

EM 007 010

Becker, James W.

Run Computer Run: A Critique.

Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date [2 May 68]

Note—45p.; Paper prepared for the Conference on Information Technology and Secondary Education (Harvard University, May 1-2, 1968)

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—*Computer Assisted Instruction, *Educational Innovation, *Educational Philosophy, *Educational Research, Educational Technology, *Educational Theories, Individualized Curriculum, Individualized Programs, Instructional Innovation, Methods Research, Regional Laboratories, Research and Development Centers, Research Coordinating Units, Research Utilization, Technological Advancement

Identifiers—RBS, Research for Better Schools Incorporated

The inadequacy of the American public school system can only be remedied by an opportunity to make radical changes in educational techniques and institutions. It is the elected official, not the educator, who makes the basic educational policy that is mediocre and rigid. Most educators have had little experience with developing a cohesive program using modern technology and materials. A systems analysis approach to the present problems could be of value. Individually prescribed instruction (with clearly defined goals) might be a legitimate strategy. Regional educational laboratories and a national organization for educational development could help systematize and distribute information on innovations in learning techniques. To be effective

these institutions must be willing to try unfamiliar approaches and to continually review the accepted methods and standards. Appended to this essay are: a list of extant regional educational laboratories; a short paper on their accomplishments in computer and non-computer technology, and computer administrative technology; and a paper on the Research for Better Schools, Inc. (RBS) approach to automated learning. (JY)

ED 031 082

EM 007 124

Hood, Stuart
A Survey of Television.
Pub Date 67

Note—186p.

Available from—William Heinemann Ltd., 400 East 72nd St., New York, N.Y. 10021 (35/\$4.20)

Document Not Available from EDRS.

Descriptors—Audiences, Audiovisual Communication, *Broadcast Industry, Censorship, *Commercial Television, *Educational Television, Foreign Countries, Instructional Television, Interviews, *Journalism, Program Planning, Television Surveys, *Television Viewing, Viewing Time.

Identifiers—British Broadcasting Corporation, Independent Television Authority

Based on the author's experiences in executive positions in both the British Broadcasting Corporation (BBC) and Independent Television (ITV), this survey offers his personal views on the purpose, achievement and shortcomings of the television industry. The history of the BBC and its commercial counterpart, ITV, is chronicled. After examining the character of the British television audience, he discusses the minimum restrictions that are imposed on programming and the resultant scope and variety of the programs available. British television journalism is discussed from the BBC's initially negative attitude toward pictorial journalism to the present day technique of the probing interview. Television's place in education is assessed with reference to the production of school programs and to the development of creativity within the production staff. The entertainment aspects of television in the United States and Great Britain are compared. A postscript outlines the effect of the June 1967 reallocation of licenses under the Independent Television Authority. (JY)

ED 031 083

56

EM 007 152

Balin, Howard And Others

Cross-Media Evaluation of Color T.V., Black and White T.V. and Color Photography in the Teaching of Endoscopy. Appendix A, Sample Schedule; Appendix B, Testing; Appendix C, Scripts; Appendix D, Analyses of Covariance.

Pennsylvania Hospital, Philadelphia.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-5-0802

Pub Date Sep 68

Grant—OEG-7-48-9030-288

Note—207p.

EDRS Price MF-\$1.00 HC-\$10.45

Descriptors—Audiovisual Aids, Audiovisual Communication, *Closed Circuit Television, Comparative Testing, Equipment Evaluation, Films, Instructional Films, *Media Research, *Medical Education, Production Techniques, *Television Instruction, Television, Television Research, *Video Tape Recordings

Based on the premise that in situations where the subject requires visual identification, where students cannot see the subject physically from the standpoint of the instructor, and where there is a high dramatic impact, color and television might be significant factors in learning, a comparative evaluation was made of: color television, black and white television, color film, and conventional methods, in the study of the female organs as viewed through an endoscope. The comparison was also based on the hypotheses that color television would prove superior to black and white television in a case such as this where color is vital to identification and diagnosis, and that color television would be more effective than color films because its "live" character would heighten the drama of the subject matter. After three years of testing, the conclusion was that there were no significant differences in learning among the four groups of students tested, and that, to decide whether or not to use television or film in the classroom, considerations other than those of teaching effectiveness must prevail. Ap-

pendices detailing the tests used are provided. (GO)

ED 031 084

EM 007 201

Zuckerman, John V.

Commentary Variations: Level of Verbalization, Personal Reference, and Phase Relations in Instructional Films on Perceptual-Motor Tasks. Technical Report.

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Office of Naval Research, Port Washington, N.Y. Special Devices Center.

Report No—SDC-269-7-4

Pub Date 15 Dec 49

Note—69p.

EDRS Price MF-\$0.50 HC-\$3.55

Descriptors—Audiovisual Communication, *Audiovisual Instruction, Experimental Teaching, *Film Production, Instructional Aids, *Instructional Films, Instructional Improvement, Instructional Materials, Instructional Technology, Military Personnel, Military Training, *Perceptual Motor Learning, Single Concept Films, Training Techniques

In an experiment to determine the most efficient design for the commentary of an instructional film, special consideration was given to three variables concerned with the construction of commentaries: the level of verbalization (the amount of talk), the personal reference of the narrator, and the phase relationship between the commentary and the film (sound leading the picture, or sound lagging behind the picture). Naval trainees viewed several different motion pictures, each teaching basic information about knot-tying, but each varying from others on one of the three variables. After the instruction the trainees were tested on the perceptual-motor tasks, namely the tying of three difficult knots. The experiment showed that a moderate amount of verbal description of the task aided learning while too much talk hindered it. Statements using the imperative mood or the second person active were more effective (in this military group) than those using the third person passive. Finally, a "leading" commentary helped trainees more than a "lagging" commentary. (BB)

ED 031 085

EM 007 214

Audio Visual Market Place; 1969 Edition.

Pub Date 69

Note—177p.

Available from—R. R. Bowker Company, 1180 Avenue of the Americas, New York, N. Y. 10036 (U.S.A. and Canada: \$12.25; \$13.50 elsewhere)

Document Not Available from EDRS.

Descriptors—Audio Equipment, *Audiovisual Aids, Broadcast Reception Equipment, *Directories, Educational Equipment, Educational Radio, Educational Television, *Equipment Manufacturers, *Films, Filmstrips, *Instructional Materials, Language Laboratory Equipment, Maps, Projection Equipment, Slides, Transparencies

This is the first edition of a new directory of the audiovisual industry listing producers and distributors of equipment and services. Also listed are organizations, conventions, film festivals, and publications concerned with the new media: films, filmstrips, slides, film loops, tapes, transparencies, maps and globes. Published in 1969, this guide also lists some business firms whose main interest is not in audiovisual production, but who have sponsored the production of audiovisual materials available to the general public. There is an alphabetical index as well as an index to advertisers. (GO)

ED 031 086

EM 007 219

Standards for School Media Programs.

American Library Association, Chicago, Ill.; Na-

tional Education Association, Washington, D.C.

Pub Date 69

Note—83p.

Available from—American Library Association, 50 Huron St., Chicago, Ill. 60611; National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036

Document Not Available from EDRS.

Descriptors—Audiovisual Centers, Audiovisual Programs, Educational Specifications, *Facility Guidelines, Instructional Materials, *Instructional Materials Centers, *Instructional Media, Instructional Staff, Library Acquisition, Library Standards, *Media Specialists, Media

Technology, Multimedia Instruction, Purchasing, Reference Materials, School Libraries, School Personnel, *Standards

In order to create and maintain adequate media standards, it is necessary to refer to an ideal media program that is generally adaptable. The program should provide materials needed by students and teachers, working areas, equipment, consultant services, instruction in media use, and information on recent developments. It should be staffed by media specialists (one for every 250 students) whose work would consist of implementing the media program. Standards for the selection and allocation of materials are necessary if materials of good quality, and optimum use of them, are to be had. Each school and school system should have a written statement of standards for selection, policy, and procedures. The media specialists within the schools should obtain the advice of outside specialists, consult with teachers who are to use the materials, select the appropriate materials, and engage in continuing evaluation after acquisition. Materials should be organized in such a manner as to be readily accessible to users. Specific desirable acquisitions, requisite school facilities, and desirable supplemental services are discussed. (RP/GO)

ED 031 087

24

EM 007 234

Great Cities Research Council Educational Communications Project. Final Report. Appendices: Exhibit A, Data Processing in the Great Cities, March 1967; Exhibit C, Creativity in Urban Education; Exhibit D, the Central Cities Conference.

Great Cities Program for School Improvement, Chicago, Ill.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-7-0715

Pub Date Feb 69

Contract—OEC-3-7-070715-3048(010)

Note—410p.

Available from—The Research Council of the Great Cities Program for School Improvement, 4433 West Touhy Ave., Chicago, Ill. 60646

EDRS Price MF-\$1.75 HC-\$20.60

Descriptors—Adult Education, Adult Education Programs, Art Education, Audiovisual Instruction, Community Planning, Compensatory Education, *Data Processing, Health Education, Humanities Instruction, *Instructional Materials, Instructional Media, *Instructional Television, Intercultural Programs, Multisensory Learning, Music Education, Parent Education, Public School Adult Education, Reading Instruction, *School Community Programs, Technical Education, *Urban Education

Surveys of the data processing systems and the innovations in instruction and resource materials in 16 school districts in the cities of Baltimore, Boston, Buffalo, Chicago, Cleveland, Detroit, Los Angeles, Memphis, Milwaukee, New York, Philadelphia, Pittsburgh, San Diego, San Francisco, St. Louis, and Washington, D.C., are detailed in this report. The primary use of data processing in these districts is payroll processing. The study lists and evaluates the cost and present applications of data processing. It recommends a pilot program to promote personnel data systems, pupil data systems, program budgeting with textbook control as a major sub-system, and kindergarten to twelfth grade curriculum development for computer assisted learning. "Creativity in Urban Education" inventories over nine hundred kindergarten-through-adult-education, locally-developed materials, programs, and projects, describing level, audience, medium, place of development, and availability. The study's concluding conference provided seminar discussion of "The Community Role in Identifying Needs and Planning Programs" and seminar discussion with consultants of early childhood education, changing practices in instruction and their acceptance by parents and teachers, pre-service and in-service training, language development, and vocational education. (MM)

ED 031 088

40

EM 007 235

Stanford Program in Computer-Assisted Instruction for the Period October 1, 1968 to December 31, 1968. Progress Report.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1209

Pub Date [68]

Contract—OEC-0-8-001209-1806

Grant—OEG-0-8-056480-2921; OEG-3-7-704721-5096

Note—65p.

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors—Algebra, Autoinstructional Aids, Colleges, *Computer Assisted Instruction, Computer Oriented Programs, Computer Programs, Display Systems, Education, Electromechanical Aids, Learning, Mathematics Instruction, *Programmed Instruction, Programmed Materials, *Programming, *Programming Languages, Reading Instruction, Schools, Teaching, Teaching Machines

Identifiers—AID, Algebraic Interpretive Dialogue
 Described in this report is the strand program as used in the teaching of drill-and-practice mathematics in California, Kentucky, and Mississippi schools, at the Tennessee A. and I. University, and in Washington, D.C.; as used in the drill-and-practice reading courses; in logic and algebra; in a second-year Russian program, and in computer-assisted instruction in programming in the AID and the SIMPER and LOGO projects. In mathematics, the strand program breaks the subject area down to 14 heads (counting, vertical addition, horizontal addition, etc.) and tackles them one at a time. The reading program is linear, and consists of five parallel strands: letter identification, sight-word recognition, phonics, spelling patterns, and word meaning. The report describes the first year logic and algebra program, and tabulates a course outline for the second year. The second year Russian is reported (the course was first offered in 1967-8 at Stanford) and, in this, 74% of the computer-based students performed better than the best student in the conventional class. Activities planned for the next reporting period are detailed, and a list of publications and lectures is appended. (GO)

ED 031 089 24 EM 007 237

Dionne, Edward A. Parkman, Ralph

Cybernation and Man—A Course Development

Project; Report Number 2. Final Report.

San Jose State Coll., Calif. School of Engineering.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-7-4-020

Pub Date 28 Feb 68

Grant—OEG-9-8-7-0028-010

Note—128p.; Supplement to "Cybernation and Man—A Course Development Project"; Number 1, 28 Feb 67.

Available from—Dr. Ralph Parkman, Chairman, Dept. of Materials Science, San Jose State College, San Jose, Calif. 95114

EDRS Price MF-\$0.75 HC-\$6.50

Descriptors—Agricultural Machinery, *Agriculture, Agronomy, Art, Art Activities, *Artists, Automation, Computer Assisted Instruction, Computer Oriented Programs, Computer Programs, *Computers, *Cybernetics, Demography, Digital Computers, Electromechanical Technology, Farm Management, Programming, Programming Languages, Systems Analysis, *Transportation

Identifiers—FORTAN

Transportation, Agriculture, and Art are used as examples to establish how technology, especially computer-based technology, is involved in the life of man. Cities grow in population very rapidly; motor vehicles grow in number even more rapidly; both circumstances raise problems—traffic congestion, economic loss, air pollution, urban planning—which necessitate information gathering, prediction, evaluation, and decision making. The computer comes into its own, not only in these areas, but also in some of the research planning. A good example is the San Jose traffic control system. Technology has brought prodigious productive efficiency to agriculture, where the problems are even more complex, more urgent, and the options numerous. The computer plays a big role here, too. In Art, technology has always played a part—in the manufacture of materials. Nowadays that part has been expanded, and even the computer is sometimes used in the process of creation in the visual arts and in music; although in literature the computer's role is as yet vestigial. An introduction to computers and computer programming using the FORTAN language is also given in this guide as part of a course in cybernetics. A bibliography brings to an end this concluding half of a two-part report. (Part I is EM006096). (GO)

ED 031 090 64 EM 007 271

Wilds, Preston Lea Zachert, Virginia

Demonstration of Clinical Programming Methods and Dissemination of Results of Self-Instructional Clinical Problem-Solving Project. Final Report.

Georgia Medical Coll., Augusta.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-5-1145

Pub Date Jan 69

Contract—OEC-2-6-051145-1784

Note—201p.

EDRS Price MF-\$1.00 HC-\$10.15

Descriptors—Autoinstructional Aids, Medical Case Histories, Medical Evaluation, *Medical Schools, Medical Students, Medical Treatment, Physicians, *Professional Training, *Programmed Instruction, Programmed Materials, *Programmed Texts, *Textbook Preparation

Several intensive, one-day workshops have been conducted to convince medical faculty members of the effectiveness of programmed instruction texts and to acquaint them with techniques for writing such texts. Earlier studies had demonstrated, through comparison of attitude and performance test results from program-instructed and control-group medical students, that programed texts are more effective than conventional methods in teaching clinical patient management. The strategy of the workshops involved placing professional, teaching physicians in the role of students learning through the use of programed materials, with the expectation that they would be better prepared to develop programed materials with the learners' problems in mind. It was especially important to show that programed instruction courses should have realistically limited objectives and that medical students can be quite adept at writing and evaluating such materials. Those workshop participants who wanted more experience in writing programed texts were invited to spend a full week doing so at the Medical College of Georgia. Appendices include, among other items, lists of workshop dates and participants, complete transcripts of questionnaire responses for two workshops, and the full 124-page course workbook "Programed Instruction in Teaching Patient Management." (RM)

ED 031 091 58 EM 007 289

Lay, Harold A.

Ethnic Studies and Audiovisual Media: A Listing and Discussion. An Occasional Paper from ERIC at Stanford.

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 69

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—American Indian Culture, *Audiovisual Aids, Audiovisual Instruction, Black Community, Chinese Americans, *Cultural Background, *Ethnic Groups, Ethnic Origins, *Ethnic Studies, Films, Filmstrips, *Instructional Materials, Japanese American Culture, Mexican Americans, Minority Groups, Spanish Americans, Tape Recordings, Video Tape Recordings

Ethnic studies curricula may legitimately explore not only the historical, sociological, and cultural background of mixed ethnic groups, but may also examine alternative means of eliminating inequities and injustices—means by which the powerless can obtain power. This media list offers titles and sources of 16mm films, audiotapes, filmstrips, filmstrips and records, videotapes, records, and transparencies which deal with the history and present reality of non-white minorities of this country. Most are geared for senior high school or college level audiences. Titles concerned with the arts, and with historical roots (e.g., Africa), and those of a strictly anthropological orientation have been excluded. Thirty-six titles deal with General Ethnic studies, eight with Asian-American studies, 186 with Black studies, 15 with Mexican/Spanish-American studies, and 14 with Native American studies. The name and address of the distributor of each title is given, along with a descriptive phrase concerning the content. (JY)

ED 031 092 58 EM 007 290

Sovereign, Michael G.

Costs of Educational Media Systems. A Series II Occasional Paper from ERIC at Stanford.

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 69

Note—41p.; Abridgement of Vols. I & II of "Cost Study of Educational Media Systems and Their Equipment Components"

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—Airborne Television, Capital Outlay (for Fixed Assets), Closed Circuit Television, *Cost Effectiveness, Costs, Dial Access Information Systems, Educational Finance, Educational Radio, *Estimated Costs, Expenditure Per Student, Films, Fixed Service Television, Initial Expenses, *Instructional Television, Language Laboratories, Operating Expenses, Program Budgeting, Program Effectiveness, Program Evaluation, *Resource Allocations, Video Tape Recordings

Investigating the costs of instructional media systems necessitated that those systems be identified and analyzed, and that a methodology be formulated for estimating their costs, with reference to their area of operation: local, city, metropolitan, state, or regional school areas. Costs are broken down into cost per student per year, according to production costs, distribution costs, reception costs, and total cost for each instructional medium examined. These media are: airborne television, Instructional Television Fixed Service, satellite television, UHF (ultra high frequency) television, closed-circuit television, videotape recordings, film, radio, language laboratories, and dial access systems. A distinction is made between capital and operating costs, and a further breakdown of costs lists them according to whether the media are high quality, minimal, or derive from a national programming source. A significant pattern emerges: cost per student dips sharply as the area widens and the number of students increases for all media (videotape recording costs are in any case prohibitive). This pattern is a key factor in the recommendations for cost savings which postulate widespread use of media, improvement of production quality by the use of improved technology, reorganization of educational systems in terms of the new technology. (GO)

ED 031 093 58 EM 007 301

Computers: New Era for Education? Education U.S.A. Special Report.

National School Public Relations Association, Washington, D.C.

Pub Date 68

Note—27p.

Available from—National Schools Public Relations Association, 1201 St. 16th St., N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computers, *Educational Equipment, *Educational Improvement, Electromechanical Aids, Electromechanical Technology, *Instructional Technology, Programmed Instruction, Technological Advancement

Since computers appeared on the commercial market in 1950, computer technology has become a necessary part of modern education, both as subject matter and as an aid for teachers and administrators. Despite its potential however, high costs and prejudice have delayed acceptance by educators. An effort, therefore, must be made to overcome misunderstandings which obscure the benefits of computers in education. Computers can aid rather than replace the teacher, not only by handling the enormous amounts of paperwork involved in registration, keeping records, scheduling, and administrative tasks, but also by serving as a library for data retrieval and by aiding in counseling and grading papers. By relieving teachers of paperwork, computers could allow more time for planning classwork and for individual sessions with students. The high cost of instructional programs is a major factor in inhibiting innovation, but linkups with regional computer networks could make it possible to share costs as well as benefits. Such linkups could make it possible for even the poorer schools to provide flexible, individualized instruction and offer cour-

ses which would otherwise be unavailable to their students. (RM)

ED 031 094

EM 007 305

Simmons, Robert F.
Linguistic Analysis of Constructed Student Responses in CAL.

Texas Univ., Austin. Computation Center.
Spons Agency—Air Force Systems Command, Andrews AFB, Washington, D.C. System Engineering Group.

Report No.—TNN-86

Pub Date Oct 68

Note—31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—*Automation, *Componential Analysis, *Computer Assisted Instruction, Constructed Response, Educational Research, Electronic Data Processing, Individual Instruction, Instructional Improvement, Instructional Innovation, Instructional Technology, *Linguistics, *Student Reaction, Teaching Models, Teaching Techniques, Tutorial Programs

Identifiers—(PSIII), PLANIT, *Protosynthes III
Protosynthes III (PSIII) is a language processing system developed as an (as yet inadequate) experimental vehicle for testing student responses, with a view to constructing a model of an automated tutor. A version of the PLANIT system was modified so that a human tutor could be used to make instructional decisions in response to students' constructed answers to questions presented by PLANIT, and the resulting interactions used as examples of the breadth of language that the language processor eventually must straddle. The project is based on two interdependent assumptions yet untested: that the model will be effective as a teaching instrument (it demands from the student greater subject mastery); and that it can be constructed as a working computer system. The automated model is fed with a correct answer which is just sufficient to satisfy the query—the canonical answer (CA). The model then takes the student response (SR) and compares it with the CA. There are five possible relationships between the CA and the SR, ranging from equipollent, through partially irrelevant, to totally irrelevant, and the model directs the student accordingly. The automated tutor is still in its infancy, and a great deal of work is foreseen before it becomes a useful system. (GO)

ED 031 095

24

EM 007 312

Roush, Robert E.

A Study of Change in Selected Teacher Education Interns' Behavior Using Videotape Recordings. Final Report.

Houston Univ., Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-G-044

Pub Date Jan 69

Grant—OEG-7-8-00004-0066-010

Note—81p.

EDRS Price MF-\$0.50 HC-\$4.15

Descriptors—*Behavior Change, Feedback, Microteaching, Preservice Education, *Statistical Analysis, Student Teaching, *Teacher Behavior, Teacher Education, *Video Tape Recordings

Identifiers—*Flanders Verbal Interaction Analysis System

Statistical analysis of the videotape recorder as a feedback device used to train teacher interns produced four conclusions: that videotape feedback to teacher interns did not produce behavioral changes significantly different from those teacher interns who did not receive feedback; that the addition of inputs such as critique and type scripts did not produce behavioral changes significantly different from those teacher interns who received video-audio feedback; that the time interval between treatment sessions did not produce significantly different behavioral changes between teacher interns' initial status and their final status; and that the interaction of treatments and time interval did not produce significant differences between the groups' means. Twenty-five Teacher Corps interns were placed in five groups and were videotaped three times in 20-minute sessions. Each group was given different treatment: video feedback only; video-audio feedback; audio feedback only; video-audio feedback including critique and type script; and no feedback. All of the videotape recordings were coded with the Flanders Verbal Interaction

Analysis System by two independent coders. The statistical analysis was accomplished by using a 3x5 Type I Lindquist Analysis of Variance Design. (MM)

ED 031 096

88

EM 007 326

Nigro, George A.

A Beta Index to Confirm Causal Directions in a Closed System of Five Variables.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—ESEA-3; OE-BESE

Pub Date 7 Feb 69

Note—47p.; Paper presented at American Educational Research Association, Los Angeles, Calif., Feb. 7, 1969

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—Experiments, Logic, Mathematical Concepts, *Mathematical Models, *Mathematics, *Relationship, *Research

The beta coefficient of an intermediate variable in a causal direction remains relatively constant as other system variables are introduced and controlled in stepped regression, whereas that in the acausal direction changes noticeably. Normalized random numbers (200x5) were generated and substituted in interdependent equations to produce five scores for each of 200 pseudo-people. Stepped-regression analysis was then applied on all possible three-variable paths. Beta differentials on a given intermediate variable were computed and compared for opposite directions. The resulting index persisted in yielding values between 0 and 1 in the one direction—the closer to 0, the stronger the direction—as other system variables were stepped in. But because some remaining three-variable paths imitated the known causal paths, further study was conducted to find support for the known causal paths, and to eliminate the imitations. Conclusions were that the beta index, found wanting initially, had greater utility as a confirming device, by the addition of the two modifications, in that all but the originally designed causal paths were eliminated as lacking causal-direction consistency. The index procedure may well be confined to the computer presently. (Author/GO)

ED 031 097

EM 007 342

Glaser, Robert

Studies Related to Computer-Assisted Instruction. Semi-Annual Progress Report on Contract Nonr-624(18) October 1, 1968 through March 31, 1969.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch; Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Pub Date May 69

Note—31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—Analysis of Variance, Attitudes, Autoinstructional Aids, *Computer Assisted Instruction, *Discrimination Learning, Extinction (Psychology), Models, Perception, Programed Instruction, Programming, *Programming Languages, *Retention, Self Pacing Machines, Stimulus Behavior, Student Attitudes, *Teaching Procedures

Identifiers—SKOOLBOL I and II

A study of response latency in a drill-and-practice task showed that variability in latency measures could be reduced by the use of self-pacing procedures, but not by the detailed analysis of latency into separate components. Experiments carried out on instructional history variables in teaching a mirror image, oblique line discrimination, showed that the most successful procedures were to present the stimulus successively rather than simultaneously with short inter-trial intervals. In evaluating a computer assisted laboratory in statistical inference, it was found that positive attitudinal shifts toward computers resulted from working on a computer terminal. SKOOLBOL-I, a programming language used in psychological experimentation, was evaluated and modified, and basic design work on a second generation language was initiated. An analysis was completed of instructional strategies in terms of automata theory and linguistic models. Plans for the 1969 ONR-LRDC conference on "The Nature of Reinforcement" were completed. Several general papers concerned with concept learning, learning in relation to instructional research, and psychological questions in computer assisted in-

struction were published. A bibliography is appended. (JY)

ED 031 098

24

EM 007 378

Kennedy, Charles A.

Teaching Asian Thought and Culture via Television: A Pilot Study. Final Report.

Virginia Polytechnic Inst., Blacksburg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-C-053

Pub Date 15 Jun 69

Grant—OEG-3-9-080053-0002-010

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Art Products, *Asian History, College Students, Ethnic Studies, Films, Filmstrips, Islamic Culture, *Non Western Civilization, *Religious Cultural Groups, Slides, Student Participation, *Televise Instruction, *Video Tape Recordings

A dearth of teachers, instructional materials, and space gave rise to this pilot study on the effectiveness of teaching Asian thought and culture by television. Two groups, each of 30 students, were presented with two versions of a course entitled "Introduction to Religion" (Islam). One group received the existing course, while the other received a television-oriented version. The television version took the form of ten half-hour programs and was reinforced by slides and film clips. The experimental students were each given a lecture outline before they viewed the films, and were tested afterwards: essay test, objective test, opinionnaire, and a short daily paper. The other group was given the same tests. The experimental group was more enthusiastic and performed better. The tapes are still extant, and can be used again and again. Recommendations are made for future investigations, and an appendix containing the lecture material is provided. (GO)

ED 031 099

24

EM 007 379

Ross, Tony A. And Others

Development of a FORTRAN Computer Program to Design School Bus Routes. Final Report.

Mississippi Univ., University. Computer Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-D-049

Pub Date 28 Feb 69

Grant—OEG-4-8-080049-048-057

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—*Computers, *Cooperative Programs, Costs, Distance, *Electronic Data Processing, Information Processing, Programming, *School Buses, *Student Transportation

Identifiers—FORTRAN

Cooperative Research Project 1605 was concerned with the use of a computer (in the IBM 1620 SPS programming language) in designing school bus routes. This is the concluding report of that project which is here converted into the FORTRAN language. Other objectives were to expand and refine the program, increase its speed, and reduce its costs. The revised program offers school administrators and transportation department heads an effective method of coping with the clerical tasks involved in school bus routing. The FORTRAN program yields the following outputs: bus routes with variable descriptions of pick-up points, times of arrival at, and return to a point, total student riding time, and total bus time, in terms of cost. The program has been thoroughly tested by several school systems. (Author/GO)

ED 031 100

EM 017 064

Film News.

Pub Date Jun 69

Note—38p.

Available from—Film News Company, 250 W.

57th St., New York, N. Y. 10019

Journal Cit—Film News; v26 n3 Jun 1969

Document Not Available from EDRS.

Descriptors—Evaluation, *Films, *Filmstrips, *Instructional Materials, Phonograph Records, *Resource Guides

Through four articles and several columns devoted to listing and often reviewing new and/or award winning films and filmstrips, this issue serves as a guide to some of the best classroom film materials currently available. (LS)

ED 031 101

EM 017 065

Christofides, Andreas

The Structure and Activities of the Cyprus Broadcasting Corporation.

Pub Date Jul 69

Note—4p.

Available from—EBU Review, 1, rue de Varembe, CH-1211 Geneva 20, Switzerland
Journal Cit—EBU Review (Part B); n116B p16-19 Jul 1969

Document Not Available from EDRS.

Descriptors—Administrative Organization, Developing Nations, *Educational Radio, *Educational Television, Foreign Countries, *Government Role, Legislation, *Public Television

Identifiers—*Cyprus Broadcasting Corporation

The Cyprus Broadcasting Corporation is described in terms of the laws and regulations which brought it into being, define its activities, and provide for its financial support. Special attention is given to the relationship between the Corporation and the Ministry of Education, who jointly produce educational radio and television broadcasts on a regular basis. (LS)

ED 031 102

FL 000 179

Agard, Frederick B. And Others

A Survey of Language Classes in the Army Specialized Training Program.

Modern Language Association of America, New York, N.Y. Commission on Trends in Education.

Pub Date 44

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—Adult Students, *Audiolingual Methods, Audiolingual Skills, *Curriculum Evaluation, Faculty Organizations, Fles Programs, Grammar, *Language and Area Centers, Language Instruction, Language Programs, Language Skills, *Military Training, *National Surveys, Program Descriptions, Program Design, Program Effectiveness, Secondary Schools, Special Programs, Teacher Education
Identifiers—Army Specialized Training Program, ASTP

A survey, involving visits to the 44 institutions offering the Army Specialized Training Program's (ASTP) Foreign Area and Language Study Curriculum, provides information on program structure, faculty organization, student requirements, instructional procedures for presenting language skills and grammar, instructional aids, and the result achieved by the, then, innovative audiolingual teaching practices. Preceding the discussion of the study and its findings, there are references to survey organization and procedures as well as acknowledgments of those assisting in the project. The final portion is comprised of (1) a glossary of relevant acronyms, (2) a list of recommendations expressed by survey leaders and participants, (3) the possibilities for applying ASTP teaching practices to FLES and secondary school language programs, and (4) an explanation of projected teacher training needs. (AF)

ED 031 103

48

FL 000 764

Herslow, Nina Greer Dershem, James F.

Foreign Language Enrollments in Institutions of Higher Education, Fall 1965.

Modern Language Association of America, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-1275

Pub Date Sep 66

Contract—OEC-5-14-033

Note—97p.

EDRS Price MF-\$0.50 HC-\$4.95

Descriptors—Classical Languages, Colleges, Comparative Analysis, Comparative Statistics, Directories, *Enrollment Trends, *Higher Education, Junior Colleges, *Language Enrollment, Language Instruction, *Language Programs, Modern Languages, *National Surveys, Questionnaires, Statistical Data, Tables (Data), Universities

The eighth in a series of statistical surveys conducted by the Modern Language Association, this 1965 study of 2,100 institutions of higher learning (junior and 4-year colleges as well as universities) presents, for the first time, enrollment data for all foreign languages. To provide background for the 1965 enrollment figures, data from previous surveys have been juxtaposed. The bulk of the report is composed of (1) 18 tables in which

the survey data are summarized and (2) an extensive appendix that includes a directory of 1,933 institutions that reported enrollments in one or more foreign languages. Statistics collected in a 1964 sample survey and a 1965 report form comprise the two remaining appendices. (AF)

ED 031 104

FL 001 103

Otto, Frank

Individualizing Instruction through Team Teaching.

American Association of Teachers of Spanish and Portuguese.

Pub Date Sep 68

Note—3p.; Article appeared in the Section "Shop-Talk" conducted by Richard Barrutia

Journal Cit—Hispania; v51 n3 p473-475 Sep 1968

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—*Advanced Students, Audiolingual Methods, Audiolingual Skills, Effective Teaching, *Individualized Instruction, *Instructional Improvement, Instructional Innovation, Intonation, *Language Instruction, Listening Comprehension, Modern Languages, Pronunciation, Speech Evaluation, Student Motivation, Teaching Methods, *Team Teaching

Effective individualized instruction and increased student participation in foreign language communication skills could be achieved by a team-teaching approach. A team, comprised of the regular foreign language teacher and a number of volunteer advanced students, could (1) present listening comprehension materials, (2) evaluate pronunciation and intonation, and (3) aid in activating extemporaneous speaking skills. By incorporating the team approach once, or preferably twice, a week into the lesson plan, the foreign language teacher could develop a more varied and creative presentation, more highly motivated students, and an improved teaching program generally. (Author/AF)

ED 031 105

FL 001 222

Poldauf, Ivan

Building up a Structured Complex of Aims.

Association Nationale Federée de Tchecoslovaquie.; Federation International des Professeurs de Langues Vivantes.

Pub Date 68

Note—38p.; Lecture given before the Seminaire International sur la Differentiation Structurale entre les buts de l'enseignement des Langues sur les Divers Plans du Systeme Scolaire, Prague, Czechoslovakia, November 1-3, 1967

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Articulation (Program), Cultural Environment, *Educational Objectives, Educational Trends, Environmental Influences, Interdisciplinary Approach, Language Instruction, *Language Learning Levels, Language Programs, Language Styles, Language Usage, Policy Formation, Program Development, *Program Proposals, *Second Language Learning, Social Environment, Student Motivation, *Student Needs

Brief remarks about the nature of language study introduce this compendium of aims for different students and levels of instruction. The account considers language form, type, style, and use in the student's society, (2) educational requirements, (3) the student in specialized or general education, and (4) the instructional planner's effect on the student and his motivation. The formulation of realistic aims through the (1) understanding and improvement of various restrictions, (2) use of partial aims, (3) cooperation with other subject fields, (4) program articulation, and (5) understanding of multiple values is also discussed. For companion documents see FL001 223 and FL 001 224. (AF)

ED 031 106

FL 001 223

Tsetline, Valentine

Les fondements pedagogiques des buts de l'enseignement des langues vivantes (The Pedagogical Basis of Modern Language Teaching Aims).

Association Nationale Federée de Tchecoslovaquie.; Federation International des Professeurs de Langues Vivantes.

Pub Date 68

Note—16p.; Lecture given before the Seminaire International sur la Differentiation Structurale entre les buts de l'enseignement des Langues sur les Divers Plans du Systeme Scolaire, Prague, Czechoslovakia, November 1-3, 1967

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Articulation (Program), Audiolingual Skills, Communication (Thought Transfer), Course Objectives, Cultural Education, *Educational Objectives, Foreign Countries, *Language Instruction, Language Learning Levels, Language Programs, *Modern Languages, *Program Content, Reading, Second Language Learning, Teaching Conditions, *Teaching Methods, Training Objectives, Translation, Writing

Identifiers—Soviet Union

Objectives in the teaching of modern languages are enumerated, and their bearing on content and methodology is pointed out. Practical (communication), educational, cultural, and formative objectives are identified and their appropriateness for different educational levels and teaching conditions is discussed. References to second language learning programs in the Soviet Union are also made. For companion documents see FL 001 222 and FL 001 224. (AF)

ED 031 107

FL 001 224

Carroll, J.B.

Psychological Considerations in Setting Aims for Foreign Language Teaching.

Association Nationale Federée de Tchecoslovaquie.; Federation International des Professeurs de Langues Vivantes.

Pub Date 68

Note—31p.; Lecture given before the Seminaire International sur la Differentiation Structurale entre les buts de l'enseignement des langues sur les Divers Plans du Systeme Scolaire, Prague, Czechoslovakia, November 1-3, 1967

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—Age Groups, Aptitude Tests, *Decision Making, Deductive Methods, *Educational Objectives, Grammar, Language Ability, *Language Instruction, *Language Learning Levels, Language Tests, Learning Characteristics, Learning Theories, Predictive Ability (Testing), *Psychological Characteristics, Rote Learning, Second Language Learning, Student Motivation, Teaching Methods, Time Factors (Learning)

Identifiers—Modern Language Aptitude Test

The paper considers the results of theory and research in the psychological aspects of foreign language teaching as sources of guidance in making sound educational decisions concerning the aims of language teaching at all levels. Major attention is given to the suggestion offered by research findings that language aptitude depends upon a somewhat different set of abilities (primarily differences in learning rate, from those articles required to master other subject matter. An explanation of the Modern Language Aptitude Test's ability to measure, predict, and identify such distinctive foreign language learning traits as (1) phonetic coding ability, (2) grammatical sensitivity, (3) rote learning ability for meanings of foreign language words and expressions, and (4) deductive learning ability, precedes a discussion of the Test's use for selection, guidance, and diagnosis. More briefly examined are how the factors of age, length of study, and motivation influence the learning of a foreign language. Concluding remarks concern the proper aims for language instruction and the teaching methods appropriate for achieving these goals. For related documents see FL 001 222 and FL 001 223. (AF)

ED 031 108

FL 001 271

Research in Automatic Russian-English Scientific and Technical Lexicography. Final Report.

Wayne State Univ., Detroit, Mich. Center for Machine Translation and Russian Lexicon Study.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Report No—NSF-P-GN-430

Pub Date Dec 67

Note—65p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (PB-180 930, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Computational Linguistics, Computer Programs, *Dictionaries, Glossaries, Language Research, Lexicography, *Machine Translation, Programming, *Russian, Scientific Concepts, Scientific Research, Technical Occupations, Technical Writing

Identifiers—Michigan, Wayne State Computing and Data Processing Center

Techniques of reversing English-Russian scientific and technical dictionaries into Russian-English versions through semi-automated compilation are described. Sections on manual and automatic processing discuss pre- and post-editing, the task program, updaters (correction of errors and revision by specialist in a given field), the system employed for the rearrangement of entry pairs into a Russian alphabetization, and the final formatter program. Also included are explanations of arrangements made for the publication of the individual computer-reversed dictionaries. Appendixes include information on dictionaries selected for reversal, a system design flowchart, examples of the text in various stages, keypunch information, meeting agenda, and a letter to the dictionaries' reviewers. (AF)

ED 031 109 72 FL 001 334
Levi, Zojica Mirkovic, Irene

Selected Bibliography of Yugoslav Educational Materials. Volume 4, Number 3, 1968.
Yugoslav Inst. for Educational Research, Belgrade.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-68-50054-3

Pub Date 69

Note—54p.

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—*Annotated Bibliographies, *Cultural Differences, Curriculum Planning, *Education, Educational Administration, Educational Finance, Educational History, Educational Improvement, Educational Legislation, *Educational Programs, Educational Research, *Foreign Countries, Instructional Staff, Physical Education, School Systems, Serbocroatian, Special Programs, Teacher Education, Technical Education

Identifiers—Yugoslavia

Included in this English translation of an annotated bibliography are 100 items citing books and articles in Serbocroatian that contain information about Yugoslav educational resources and school systems. Schools and institutions receive considerable attention with entries on preschool, elementary, secondary, higher, and adult education. There are also sections dealing with the development of education and educational legislation. Less extensive portions are devoted to (1) the history of education, (2) educational problems, statistics, and research, (3) school reform, (4) teacher training and staff, (5) hostels, (6) management and financing, (7) curriculums and syllabuses, and (8) polytechnical and physical education. English translations of foreign titles are provided. For companion documents see ED 025 184 and ED 026 893. (AF)

ED 031 110 FL 001 339

Huebener, Theodore, Ed.

Proceedings: Annual Foreign Language Conference at New York University (34th, New York City, November 2, 1968).

New York Univ., N.Y. School of Education.

Pub Date 2 Nov 68

Note—77p.

EDRS Price MF-\$0.50 HC-\$3.95

Descriptors—Bibliographies, *Conference Reports, Educational Needs, Educational Trends, Instructional Innovation, Instructional Technology, *Language Teachers, Language Tests, Linguistics, Measurement, Professional Associations, *Professional Continuing Education, Student Testing, Supervisors, *Teacher Improvement, Teacher Responsibility, *Teacher Role, Time Factors (Learning)

Identifiers—New York

The focus of this conference on the classroom teacher and the dynamics of his professional growth is introduced in the principal address delivered by F. Andre Paquette and is expanded in the four other papers comprising the bulk of this document. The latter include—(1) "The Role of the Teacher in the Dynamics of Continuing Professional Growth" by Flora J. O'Neill, (2) "The Role of the Supervisor" by Donald Wladaver, (3) "The Various Activities of the New York State Federation of Foreign Language Teachers" by Robert J. Ludwig, and (4) "Summary" by Sister Mary Joannes. Reproduced in the final portion are a few of the significant questions asked at the conclusion of the conference

along with their answers and a rather extensive bibliography on testing prepared by Mr. Paquette. For companion documents see ED 011 430, ED 011 748, and ED 022 396. (AF)

ED 031 111 FL 001 353

Smith, W. Flint Hocking, Elton

The Student's Attitude.

Foreign Language Association of Northern Calif., Inc.

Pub Date May 69

Note—2p.

Journal Cit.—Northern California Foreign Language Newsletter; v17 n68 p7-8 May 1969

EDRS Price MF-\$0.25 HC-\$0.20

Descriptors—Audio Active Compare Laboratories, Audio Active Laboratories, Audio Passive Laboratories, Classroom Environment, Electronic Classrooms, Electronic Equipment, Experimental Programs, *Experimental Teaching, *Language Instruction, *Language Laboratory Use, Language Research, *Rating Scales, Scheduling, Secondary School Students, *Student Attitudes, Student Motivation, Teaching Techniques

An experiment in which secondary school French, German, and Spanish classes at a large comprehensive high school were conducted in three different kinds of classroom settings is described, with emphasis on student rating of machine-guided language practice. Classroom settings included (1) a conventional classroom with a few weekly half-periods in a broadcast or record-playback laboratory, (2) an electronic classroom, and (3) a control classroom where no tapes or equipment were used. A graph of the student ratings, generalizations about attitude trends during the year, and remarks about the results of other experiments with student attitudes and motivation are offered. For related documents see FL 001 379 and FL 001 380. (AF)

ED 031 112 FL 001 368

Tajfel, H.

A Study of Cognitive and Affective Attitudes.

Center for Advanced Study in Behavioral Science, Stanford, Calif.

Pub Date 67

Note—11p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-678 167, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Childhood Attitudes, *Cultural Awareness, *Cultural Differences, Cultural Images, Foreign Countries, Foreign Culture, Foreign Relations, *Human Development, Nationalism, *Psychological Studies

Identifiers—Austria, Belgium, England, Greece, Scotland

A study of children's developing attitudes toward their own and foreign countries is described. Children (ages 6 to 12) in England, Scotland, Austria, Belgium, and Greece were used as subjects. Information is included on (1) attitudes toward foreign countries, (2) affiliation with their own country, (3) perception of similarities and dissimilarities of foreign countries, (4) perception of relations between nationals of foreign countries, and (5) perception of similarities and dissimilarities to other groups as determinants of friendly or hostile behavior. (Author/AF)

ED 031 113 FL 001 369

Moerman, Michael

Being Lue: Uses and Abuses of Ethnic Identification.

California Univ., Los Angeles. Dept. of Anthropology.

Pub Date 26 Sep 68

Note—19p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. (AD-677 145, MF \$6.5 HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Anthropology, Cultural Factors, *Cultural Images, Cultural Interrelationships, Cultural Traits, Ethnic Groups, Ethnic Status, *Ethnic Stereotypes, *Ethnic Studies, Ethnology, Folk Culture, Motivation Techniques, Sociocultural Patterns, *Sociometric Techniques

Identifiers—Lue, Thailand

Data on the Lue of Chiangkhram, Thailand, illustrate a contention that much of cultural anthropology consists of (1) reporting the folk

predicates of folk ethnic identification labels, (2) assuming that all predicates are properly ascribable to such labels, and (3) looking for human populations to which the labels can be applied. In this paper, participant observation is criticized as a technique for discovering native categories since ethnic labeling appears to be motivated rather than self-explanatory. The discussion of the motivated nature of labeling appears to ascribe the factor with a retrospective, rather than an inductive use of traits. (Author/AF)

ED 031 114 FL 001 370

Alford, M.H.T.

An Optimum Strategy for Learning to Read Foreign Scientific and Technical Literature.

Essex Univ., Colchester (England). Language Centre.

Pub Date Nov 67

Note—8p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB-179 791, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Computational Linguistics, Computer Oriented Programs, *Language Research, *Learning Difficulties, Linguistic Theory, Machine Translation, *Second Language Learning, Technical Writing, Vocabulary Development, Vocabulary Skills, *Word Frequency, Word Recognition, Word Study Skills

A report on a series of computer programs being written to make frequency counts designed to indicate the learning problems to be encountered in any approach to a target literature discusses how these programs can be used to aid in foreign language vocabulary learning. (Author/AF)

ED 031 115 72 FL 001 371

Saad, Ismail, Comp.

Selected Bibliography of Educational Materials in Pakistan, October-December 1968. Volume 2, Number 4, 1968. January-March 1969. Volume 3, Number 1, 1969.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-68-59403-4; TT-69-5153-1

Pub Date 69

Note—146p.

EDRS Price MF-\$0.75 HC-\$7.40

Descriptors—*Annotated Bibliographies, *Cultural Differences, *Education, Educational Administration, Educational Finance, Educational Improvement, Educational Objectives, Educational Philosophy, Educational Planning, *Educational Problems, Educational Programs, Educational Sociology, *Foreign Countries, International Education, School Libraries, Student Problems

Identifiers—Pakistan

Two volumes comprise a 241-item bibliography with English abstracts of books and articles in English and Indic languages that provides information on various aspects of education in Pakistan. Featured in a special section of one volume are the developments in education from 1958 to 1968; in a special section of the other, libraries. Significant emphasis is one bibliography is placed on sections treating examinations, general topics, sociology, and student problems; in the other, on higher education and textbooks. Less extensive portions include listings dealing with (1) educational development, goals, planning, reforms, history, philosophy, administration, and finance and (2) childhood, comparative, health, elementary, secondary, higher, medical, physical, professional, science, technical, and women's education. Such assorted topics as curriculum, extra-curricular activities, language teaching, literacy, children's literature, psychology, teachers, teaching methods, and instructional media are also discussed briefly. English translations of foreign titles and an author index are provided. For a companion document see ED 027 813. (AF)

ED 031 116 FL 001 372

Neumann, Idell And Others

Selection of Military Personnel for Foreign Language Training.

Naval Personnel Research Activity, San Diego, Calif.

Pub Date Sep 68

Note—28p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-679 899, MF \$6.5 HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Admission Criteria, Adult Education Programs, Aptitude Tests, *Competitive Selection, Evaluation Criteria, Federal Programs, Language Ability, *Language Programs, Language Tests, *Military Personnel, Program Improvement, *Research Projects, Second Language Learning, Student Evaluation, Student Motivation, Student Testing

A recently initiated research program, designed to develop tests and other procedures for improving the selection of military personnel for language training, has attempted to amplify the traditional language aptitude requirement to include systematic non-cognitive measures of the prospective trainee's motivation. (Author/AF)

ED 031 117 FL 001 373

Brown, George H.

Providing Communication Experiences in Programmed Foreign Language Instruction.

George Washington Univ., Alexandria, Va. Human Resources Research Office.

Pub Date Nov 68

Note—11p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-679 916, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Audiolingual Skills, Autoinstructional Methods, Communication (Thought Transfer), *Communication Skills, Educational Technology, Language Instruction, Listening Comprehension, *Modern Languages, *Programmed Instruction, Programmed Tutoring, Second Language Learning, *Simulation, Skill Development, Tape Recordings, *Teaching Techniques

Two recently developed techniques in programmed instruction were designed to offer students genuine communication experiences in a foreign language. In "simulated tutoring," a recording was made of only the tutor's voice as he tutored a live subject in the correct pronunciation of a short dialog. The student subsequently responding to the pre-recorded utterances experienced the illusion that a live teacher was tutoring him. In "simulated conversation," a student was given information relevant to a communication situation (e.g., making a purchase) which was then simulated for him on a tape in a foreign language. On the tape he was confronted with a relatively unpredictable set of questions and comments, to which he had to generate appropriate responses. (Author/AF)

ED 031 118 FL 001 374

Triandis, Harry C. And Others

A Cross-Cultural Study of Role Perceptions.

Illinois Univ., Urbana. Group Effectiveness Research Lab.; Michigan Univ., Ann Arbor.

Pub Date Dec 68

Note—64p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-681 339, MF \$6.5 HC \$3.00)

Document Not Available from EDRS.

Descriptors—American Culture, Behavior Patterns, Chinese Culture, Comparative Analysis, *Cross Cultural Studies, *Cultural Differences, Cultural Factors, Cultural Interrelationships, *Foreign Culture, Latin American Culture, Psychological Patterns, *Psychological Studies, *Role Perception, Sociocultural Patterns, Surveys

Identifiers—Greece, India, Peru, Taiwan, United States

Survey responses from 1,620 subjects in the United States, Greece, India, Peru, and Taiwan provide information on cross-cultural role perceptions. Study data reveal (1) the principal factors accounting for the variance in role perception in each culture, (2) those factors that are the same in all cultures, (3) the equivalent factor scores that indicate a broad pattern, and (4) meaningful influences on social behavior stimulated by differing role perception interpretations in specific cultures. (AF)

ED 031 119 FL 001 375

Vassiliou, Vasso And Others

Intercultural Attitudes after Reading an Ethnographic Essay: An Exploratory Study.

Athenian Inst. of Anthropos (Greece); Illinois Univ., Urbana. Group Effectiveness Research Lab.

Pub Date Dec 68

Note—16p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-681 341, MF \$6.5 HC \$3.00)

Document Not Available from EDRS.

Descriptors—Attitude Tests, *Behavioral Science Research, *Cross Cultural Training, *Cultural Awareness, Cultural Differences, Cultural Education, *Cultural Images, Cultural Interrelationships, Data Analysis, Ethnic Stereotypes, Ethnology, Foreign Culture, *Greek Civilization, Intercultural Programs, Perception, Sociocultural Patterns

Identifiers—Americans, Greece

An experiment with 62 Americans living in Greece involved the use of a modified Solomon design in testing their intercultural attitudes after being exposed to an ethnographic essay about Greek culture. The analysis of the data derived from a variety of measures employed in both the pre- and post-tests suggested that although there appeared to be no improvement in their intercultural attitudes, there was a heightening of accuracy in their intercultural perceptions. (Author/AB)

ED 031 120 FL 001 379

Hocking, Elton Smith, W. Flint

Language Laboratory Teaching and Learning in the United States.

Pub Date Jan 69

Note—9p.

Available from—Verlag Moritz Diesterweg, Frankfurt am Main, den Hochstrasse 31, Germany

Journal Cit—Das Sprachlabor; n1 p21-28 Jan 1969

Document Not Available from EDRS.

Descriptors—Audio Active Laboratories, Computer Assisted Instruction, Dial Access Information Systems, Educational Technology, *Educational Trends, Equipment Evaluation, Facility Utilization Research, Glossaries, Laboratory Techniques, *Language Laboratories, *Language Laboratory Equipment, *Language Laboratory Use, Media Research, Programmed Instruction, *Program Evaluation, Scheduling, Telephone Instruction

Identifiers—United States

Presented in this article are trends in the use of the language laboratory in the United States and an overview of relevant language laboratory research. A section on trends discusses language laboratory popularity, prospective technological innovations, scheduling, different types of installations, and the increasing desirability of having "library arrangements" with many listening stations. Another portion dealing with research describes experiments completed on (1) laboratory usefulness, (2) effective scheduling practices, (3) suitable equipment, (4) monitoring techniques, (5) "Dial-a-lesson" and telephone facilities, and (6) programed and computer-assisted instruction. Bibliographical notations and a list of useful expressions in both English and German precede an article summarization in German. For related documents see FL 001 353 and FL 001 380. (AF)

ED 031 121 FL 001 380

Smith, W. Flint Hocking, Elton

The Fallacy of Accessibility.

National Association of Language Lab. Directors.

Pub Date Mar 69

Note—4p.

Journal Cit—National Association of Language Laboratory Directors Newsletter; v3 n3 p10-13 Mar 1969

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Audio Active Laboratories, Electromechanical Aids, *Electronic Classrooms, *Electronic Classroom Use, Equipment Utilization, Experimental Teaching, *Language Instruction, Language Laboratories, *Program Evaluation, Scheduling, *Secondary School Students, Statistical Data, Teacher Behavior, Time Factors (Learning)

Some of the advantages and disadvantages of the electronic classroom are described, with particular reference to the scheduling of equipment use. An experiment with first-year language students in high school, some of whom used the electronic classroom, and some, a combination of conventional classroom and language laboratory,

is discussed in terms of the time spent in machine-guided practice. The question of the ease of access to an electronic classroom's automatically aiding the language learning process is raised. For related documents see FL 001 353 and FL 001 379. (AF)

ED 031 122 FL 001 389

Mills, David L.

A Random-Access Multiple-Program System for the U of M Language Laboratory.

Michigan Univ., Ann Arbor. Dept. of Foreign Languages.

Spons Agency—Modern Language Association of America, New York, N.Y. Foreign Language Program Research Center.

Pub Date Jun 69

Note—12p.

Journal Cit—The Foreign Language Courier; n42 p4-15 June 1969

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Audio Active Compare Laboratories, *Dial Access Information Systems, Electromechanical Aids, Electromechanical Technology, Equipment Standards, *Instructional Innovation, *Instructional Technology, Integrated Activities, Interdisciplinary Approach, Language Laboratories, Language Laboratory Equipment, *Language Laboratory Use, *Multi Channel Programing, Studio Floor Plans

Identifiers—RAMP System, Random Access Multi Program System, University of Michigan

The operational characteristics of a modern equipment facility (random-access multiple-program system) being planned and constructed for the University of Michigan language laboratory and how it compares with the system it is to replace are summarized in this article. A technical description of the structural makeup of the system precedes an extensive discussion of its versatility, with special reference to its specific applications to language laboratories. Concluding portions treat arguments favoring the system and such engineering and economic considerations as program switching and control logic. (AF)

ED 031 123 72 FL 001 390

Azzouz, Azzedine And Others

Selected Bibliography of Educational Materials:

Algeria, Libya, Morocco, Tunisia. Volume 3, Number 1, 1969.

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-69-52000-1

Pub Date 69

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—Annotated Bibliographies, *Cultural Differences, *Education, Educational Administration, Educational Philosophy, Educational Practice, *Educational Problems, Educational Programs, Educational Theories, Elementary Schools, English, *Foreign Countries, French, Higher Education, International Education, School Systems, Secondary Schools, Special Education, Teacher Education, Vocational Education

Identifiers—Algeria, Libya, *Maghreb Countries, Morocco, Tunisia

A 130-item bibliography with abstracts of books and articles in English and French provides information on various aspects of education (many of them language-related) in the Maghreb countries of Algeria, Libya, Morocco, and Tunisia. Each entry identifies the country with which it is concerned, and French titles are translated into English. Special attention is given to educational organization with listings covering primary, secondary, higher, and vocational education. Along with entries dealing with educational administration, the bibliography places considerable emphasis on the structure of the educational system in North Africa. Subjects also treated are North African (1) educational philosophy, theory, statistics, and cooperation, (2) adult, religious, artistic, and special education, (3) teacher training and instructional aids, and (4) special problem areas. For companion documents see ED 026 892, ED 026 920, and FL 001283. (AF)

ED 031 124 24 FL 001 391

Politzer, Robert L. Weiss, Louis
Characteristics and Behaviors of the Successful Foreign Language Teacher. Technical Report No. 5.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SCRDIT-TR-5

Bureau No.—BR-5-0252

Pub Date Apr 69

Contract—OEC-6-10-078

Note—114p.

EDRS Price MF-\$0.50 HC-\$5.80

Descriptors—*Academic

*Behavioral Science Research, Classroom Observation Techniques, Data Analysis, Effective Teaching, French, Language Instruction, *Language Teachers, Language Tests, Questionnaires, *Secondary School Students, Secondary School Teachers, Student Attitudes, Student Motivation, Teacher Behavior, Teacher Characteristics, Teacher Evaluation, *Teacher Influence, Video Tape Recordings

Identifiers—California, San Jose

An experiment with 17 teachers of first-year high school French recruited from the staffs of three large, diversified San Jose, California school districts was designed to (1) observe closely the classroom behaviors of the participating teachers, (2) identify those successful in terms of pupil achievement, and (3) compare the behaviors and characteristics of these teachers with those identified as less successful. The predominant feature of the research was the systematic observation and rating of the classroom behavior of the teachers by recording four 15-minute class segments over a period of five months. By means of specially constructed criterion tests, student and teacher questionnaires, the Modern Language Association Proficiency Tests for Teachers, and the observation of classroom procedures, data were gathered that yielded 40 variables. An analysis of the intercorrelation matrix of the 40 variables showed that a series of interrelated teacher behaviors and characteristics correlated significantly with student achievement. The two research hypotheses formulated focused on the linguistically definable and pedagogical aspects of the teachers' classroom behavior. The major recommendations emerging from the study concerned teacher training innovations and further research needs. (Author/AF)

ED 031 125 FL 001 395

Kraus, David

Sources of Scientific Russian.

American Association of Teachers of Slavic and East European Languages.

Pub Date 61

Note—9p.; Paper presented at annual meeting of the American Association of Teachers of Slavic and East European Languages, Philadelphia, Pennsylvania, December 28, 1960

Journal Cit—The Slavic and East European Journal; New Series v5 (19) n2 p123-131 1961

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Data Analysis, Dictionaries, Etymology, Language Development, Language Patterns, *Lexicology, Morphology (Languages), Nominals, *Russian, Statistical Analysis, Synchronic Linguistics, *Vocabulary

Identifiers—Brief Polytechnic Dictionary
 Scientific Russian vocabulary, as represented by substantives among the lead entries of a 1955 polytechnic Russian dictionary, is analyzed compositionally and by source language. (GK)

ED 031 126 FL 001 402

Kapitanoff, Lorraine T.

The Teaching of Technical Russian.

Pennsylvania State Univ., University Park. Dept. of Slavic Languages.

Pub Date 62

Note—6p.; Paper presented at the Conference on the Teaching of Russian in Pennsylvania (1st, Pennsylvania State University, University Park, Pa., May 18-19, 1962)

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Course Content, *Course Descriptions, Course Objectives, *Grammar Translation Method, *Language Instruction, Language Teachers, *Russian, Science Courses, Scientific Concepts, Scientific Research, Second Language Learning, Teacher Background, Teacher Developed Materials, Teaching Procedures, Technical Writing

A course in technical Russian is shown to differ from the usual language course in aims (translation, not oral skills), rate, caliber and motivation of student, demands on the background of the teacher, and material used. A sample outline of class procedure is included. (GK)

ED 031 127

HE 000 331

Aslin, Alexander W. And Others

Implications of a Program of Research on Student Development in Higher Education.

American Council on Education, Washington, D.C.

Pub Date 67

Note—42p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—Data Collection, *Educational Research, Higher Education, *Institutional Environment, *Measurement, *Performance Criteria, Student Behavior, *Student Development

The 3 papers in this report cover different aspects of a longitudinal research program undertaken by the American Council on Education (ACE) to assess the impact of different college environments on student development. ACE plans to create a comprehensive file of data on students and institutions of higher education which will be updated annually. The first paper focuses on variables that will be used to measure institutional environments, and possible approaches to determine how these variables affect student performance. The second paper deals with relevant criteria for assessing student development, and describes student input data already collected from freshmen for subsequent evaluation of grade point averages in major fields of study, overall college achievement, and performances on achievement tests. The hope is to evaluate changes in student values, attitudes, personality, educational aspirations, and vocational choice, and to relate these to college experience and to student behavior in society at large after graduation. The third paper discusses how results of research on data collected on students and their institutions may contribute to the matching of college-bound students and colleges. It also considers how to present data on a multiplicity of input, outcome, and environmental variables so that they may be of maximum utility in decision-making by students, counselors, and admission officers. (WM)

ED 031 128

HE 000 561

Levi, Julian H. Vorsanger, Fred S.

Patterns of Giving to Higher Education. An Analysis of Contributions and Their Relation to Tax Policy.

American Council on Education, Washington, D.C.

Pub Date 68

Note—94p.

Available from—American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$2.00)

Document Not Available from EDRS.

Descriptors—Capital, Comparative Analysis, *Educational Finance, *Federal Legislation, *Higher Education, *Private Financial Support, Statistical Studies, *Tax Effect

Higher education is becoming increasingly dependent on voluntary private support, which is favored by US public policy and enhanced by provisions of the Federal Internal Revenue Code that authorize the deduction of amounts of such support from the donors' taxable income. But some facts relating to the character and nature of this support are lacking in government and private publications on the subject. This study was undertaken to analyze aspects of voluntary support for higher education and to determine: (1) who gives, for current and capital purposes, within recognized categories of donors, (2) who receives, within categories of institutions and in what amounts, (3) how such support is given and the proportion of outright gifts as compared to deferred and other forms of giving, (4) the subject matter of such gifts and the proportion to cash donated as compared to gifts of stock and other property, (5) amounts of donor transactions over and under \$5,000, and (6) the distribution by size of gifts among various categories of donors. These data, collected from a sample of 253 institutions for the 1962-1963 fiscal year, are presented in 85 tables and analyzed in terms of their relation to federal tax policy. The sample included all institutions reporting gifts of more than \$1,000,000, 50% of those in the \$500,000 to

\$1,000,000 bracket, 10% of those in the \$250,000 to \$500,000 bracket, and 5% of those reporting less than \$250,000. The study was based on statistical biennial reports of the Council for Financial Aid to Education. (WM)

ED 031 129

HE 000 580

Continuing Engineering Studies Series. Monograph No. 2.

American Society for Engineering Education, Washington, D.C.

Pub Date 12 Nov 67

Note—84p.; Report of a Conference, New Orleans, Louisiana, November 12-14, 1967.

Available from—American Society for Engineering Education, 2100 Pennsylvania Avenue, N.W., Washington, D.C. 20037 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Educational Innovation, *Engineering Education, *Higher Education, Industrialization, *Professional Continuing Education, Skill Obsolescence, *Technological Advancement

This report covers the second annual conference at which educators and members of the industrial world met to discuss needs, programs, new developments, and other matters on which continuing engineering studies (CES) should be based. The first address describes problems that often beset professionals in continuing education and suggests the acceptance of 2 concepts that are essential for survival in modern society: the need for dissent, and meaningful dialogue. The second address discusses the Harvard Program on Technology and Society, a university-wide interdisciplinary study of the interaction between technological and social change. Statements presented during the 2 general sessions of the conference report on the utility of GENESYS, a television network on which 40 to 50 graduate courses are offered each quarter at remote sites for employed engineers, a contemporary course for middle-aged engineers, and a method of teaching that involves 2-way telephones and an electronic blackboard. Other papers cover a Canadian seminar on CES which proposed a program centering around 1-week intensive courses, "employment-related education" as a better term for continuing education, and problems encountered in selecting potential engineering executives. The impact of aerospace research on technology, continuing education opportunities at IBM, and the use of interactive computer languages for solving job-related problems are also discussed. Five workshop reports are appended. (WM)

ED 031 130

HE 000 581

Continuing Engineering Studies Series. Monograph No. 1.

American Society for Engineering Education, Washington, D.C.

Pub Date 12 Dec 66

Note—68p.; Report of a Conference, Chicago, Illinois, December 12-13, 1966.

Available from—American Society for Engineering Education, 2100 Pennsylvania Avenue, N.W., Washington, D.C. 20037 (\$2.00)

Document Not Available from EDRS.

Descriptors—Curriculum Design, *Engineering Education, Flexible Scheduling, *Higher Education, *Industrialization, *Professional Continuing Education, *Technological Advancement

The purpose of this conference was to provide an opportunity for discussion between educators and representatives of the industrial world on the needs, programs, new developments, and other matters on which continuing engineering studies (CES) should be based. The first 2 papers examine the role of the engineer in a rapidly changing technological society, advocate broadly-based engineering programs that prepare students for leadership in the socio-political structure of US society, and present new technological systems with which colleges and universities could provide additional training for practicing engineers. Statements given during the first and second general sessions of the conference generally proposed that CES be effectively publicized and designed to serve greater numbers of engineering graduates through flexible program planning and job-related curricula that are jointly planned by faculty and industry. It is felt that continuing studies for engineers is an efficient way to avoid technical obsolescence, and universities, employers, and professional societies should support

CES in locations convenient to practicing engineers. The relationship of CES to undergraduate and graduate studies is discussed, as well as the motivation of young engineers toward CES in order to close the gap between education and professional practice. The reports of 4 workshops are appended. (WM)

ED 031 131 HE 000 607

Hester, James M.
University Research and the City: A Report from the President of New York University.
New York Univ., N.Y.

Pub Date 67

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—City Government, *City Improvement, *Community Service Programs, Health Services, *Interagency Cooperation, *Research Methodology, Urban Environment, *Urban Universities

This report describes selected urban-oriented research projects of New York University that are designed to draw on the city's resources to develop new knowledge for the improvement of urban society. The university's efforts to solve urban problems take 2 forms: (1) research leadership, directed at identifying and analyzing major problems and seeking solutions that can be offered to the community for application, and (2) research-related service to people. Through a combined health care and research program of the university's medical center, 60,000 children from the Lower East Side receive health care, and their medical and social records are maintained through electronic data processing. The center also treats patients suffering from alcoholism, oral cancer, and periodontal or gum diseases, and collects data for further study on the causes and cures for these illnesses. At least 10 projects on air pollution and 7 on water pollution were conducted in 1966. Social programs concentrate on poverty, slums, juvenile delinquency, and racial discrimination. The report also discusses how some studies have contributed to the improvement of public education, government finances, and teaching methods for public administrators at both city and state levels. Others examine reapportionment, criminal justice, and individual rights. In 1965 and 1966, these projects involved more than 900 faculty members and 1,100 graduate students, postdoctoral fellows, and technical assistants, at a total cost of \$34,000,000. (WM)

ED 031 132 HE 000 692

Bowen, Howard R.
A New Era for Higher Education.
American Association for Higher Education, Washington, D.C.
Pub Date 4 Mar 69

Note—10p.; Paper presented to the 2nd General Session of the 24th National Conference on Higher Education, March 4, 1969, Chicago, Illinois

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Educational Change, *Governance, Governing Boards, *Higher Education, *Liberal Arts, *Participation, Power Structure, *Undergraduate Study

The greatest weakness of US liberal education is that students are not encouraged to learn outside the rigidly structured system of courses, credits, grades, and frequent tests. Some criticisms of liberal education concern professors who are more devoted to their disciplines than to their students, and the lack of diversification of curricula for students of differing talents and temperaments. Educational methods emphasize formal quantitative standards which direct students' motivation toward meeting the requirements and away from genuine learning. On the matter of university governance, 5 internal groups are competing for influence and power: the governing board, the administration, faculty, students, and non-academic staff. The last 3 groups are clamoring for increasing authority in decision making. One possible solution would be to have each group, except the governing board, represented on an advisory council which would submit its decisions to the governing board for review. In this way the various groups in the university would function through discussion and persuasion, not coercion, and final authority would still rest with the president of the university. There are important values in the present system of governance, but it should be an instrument of

educational reform. Faculty members and administrators should adapt liberal education to the twentieth century in order to promote a better education for today's undergraduates. (WM)

ED 031 133 HE 000 795

Hodgkinson, Harold L.
Current Alternatives in Campus Governance.
California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date 13 Dec 68

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Administration, *Administrative Organization, *Decision Making, *Governance, *Higher Education

Contemporary issues in campus governance are part of a long chain of history. Our ways of perceiving the environment create trained incapacities which make it very difficult for us to see the world in any other way. Administrators, faculty and students all operate on the principle of "self-fulfilling prophecy"—or, according to their "perceptual set." There are various alternative patterns of governance but faculty and administrators will have to alter their perceptual sets if they are to be put into practice. One is the notion of a central committee consisting of faculty, student and administration representatives and some trustee representation; another pattern is the joint long-range planning committee composed of the same groups. The questions of what criteria should be used to justify participation in governance and how to define the limits of the university community must be faced. Despite the growth of huge organizations, there is a strong move toward decentralization; breaking up large campuses into small units has been suggested. Some argue that administrators be given more power, and, perhaps, a clear allocation of responsibility would be desirable. The pattern of governance an institution adopts will depend upon its size, complexity of organization, amount of faculty commitment to campus and discipline, extent to which a clearly identified institutional purpose exists and role of internal and external organizations in decision making. Structure should flow from functions. (JS)

ED 031 134 HE 000 845

Nash, George
A Description of the 1,144 Accredited Four-Year Institutions of Higher Education.
Columbia Univ., New York, N.Y. Bureau of Applied Social Research.

Pub Date Jan 69

Note—56p.

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—Admission (School), *Colleges, Enrollment, Financial Support, *Higher Education, Private Colleges, Resources, State Universities, *Universities

In this description of all 1,144 4-year accredited institutions of higher education having undergraduates, the institutional features of classifying characteristics, admissions selectivity, resources, and the size and shape of the financial aid program are compared. Classifying characteristics consisted of: size of enrollment, source of control (public or private), type and level of instruction (university or liberal arts college), and sex composition. Institutional characteristics date either from the academic year 1962-63 or 1963-64. The source used for measuring enrollment was the Office of Education's 1964-65 "Education Directory, Part III." Information contained in the American Council on Education's (ACE) directory, "American Universities and Colleges, Ninth Edition," was the guide to determining what constituted a separate institution. The ACE directory was also used in measuring the size of the financial aid program, type and level of instruction and source of control. The admissions selectivity rating used was that published in the "Comparative Guide to American Colleges." The Resource Index score and state per capita income were used to measure resources. Tables illustrate the discussion. (JS)

ED 031 135 HE 000 852

Nash, George
Response to Challenge: The New York City Urban Corps.

Columbia Univ., New York, N.Y. Bureau of Applied Social Research.

Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.; Rockefeller Foundation, New

York, N.Y.; Twentieth Century Fund, New York, N.Y.

Pub Date May 67

Note—209p.

EDRS Price MF-\$1.00 HC-\$10.55

Descriptors—City Government, *Community Agencies (Public), Community Services, *Field Experience Programs, Higher Education, *Internship Programs, Student Employment, Student Experience, *Student Projects, Summer Programs, *Urban Areas

Identifiers—*New York City Urban Corps

Approximately 1,100 students from about 50 colleges and universities worked in more than 50 New York City agencies for the summer of 1966 in a million dollar program funded by the College Work-Study Program of the Office of Education and by the City, and administered largely by students. The Urban Corps had 3 purposes: to get needed work done; to be an internship for the students; to expose City agencies to fresh ideas. To determine what proportion of the program was a success, investigators visited the agencies, conducted group interviews, and administered questionnaires to approximately 600 interns and their supervisors. A look at a few of the individual interns and their experiences is followed by a composite picture of the interns and their agencies. The report discusses: administration of the program, what kind of people the interns were; what kind of jobs they had; what factors made the job good or bad; the interns who changed; and good and poor agencies. It was found that: exceptional students participated in the program; the Urban Corps was generally a success from the interns' and supervisors' points of view; and factors of satisfaction, effectiveness, and change were highly interrelated. Another successful aspect was the extent to which the program was studied by insiders and outsiders and the way in which findings modified administration of the Urban Corps. (JS)

ED 031 136 HE 000 857

Smith, Robert G.
College and University Planning. Report on a Joint Study by Colgate University and American Foundation for Management Research.
Colgate Univ., Hamilton, N.Y.

Spons Agency—American Foundation for Management Research, Inc., Hamilton, N.Y.

Pub Date 20 Jan 69

Note—71p.

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors—*College Planning, *Coordination, Higher Education, *Institutional Research, Institutional Role, *Pilot Projects, *University Administration

In an effort to develop a new approach to comprehensive college and university planning, Colgate University and the American Foundation for Management Research (AFMR) undertook a joint study that involved (1) an intensive investigation of planning practices at selected colleges and universities, (2) a review of the available literature on planning, (3) the observation of planning practices in business and industry, and (4) consultations with various planning experts. Generally, the trial planning process that was developed for Colgate University involved a 1-week session to discuss institutional objectives and to define strategies for long-term development. The institutional data collected during an interim period were indexed and analyzed, and a second 1-week session concentrated on the analysis of these data to identify significant internal trends of the university and their relationship to environmental influences. Planning "gaps" were identified, alternate courses of action were broken down into specific programs, and a planning guide for future comprehensive planning was developed. This process, which has also been tested at Franklin and Marshall College, compresses the amount of time required for planning but provides a coordinated approach to the development of a practical, flexible, and feasible plan to serve as a broad frame of reference for individual institutions. (WM)

ED 031 137 HE 000 986

Orbach, R.
Request for Funding for the Committee for the Study of Education and Society.

California Univ., Los Angeles.

Pub Date 1 Oct 68

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Course Descriptions, *Educational Innovation, *Financial Needs, Higher Education, Integrated Activities, *Relevance (Education), *Social Problems, Student Experience

The Committee for the Study of Education and Society (CES) was formed in 1966 at the University of California, Los Angeles, to sponsor credit courses or seminars on current social problems. Criteria for the courses stipulate that they: cross departmental lines, provide a mechanism for making higher education relevant to society, possess a high degree of intellectual challenge, be innovative in format and subject material, and be constructed and run by students and instructors in a close working relationship. By 1968, this joint faculty-student-administration committee had offered 10 courses for credit to over 600 students, and almost as many auditors, who were permitted to enroll without regard to major, year, or grade point average. Each course is granted Academic Senate approval by the Council for Educational Development, and the instructors are relieved from 50% of their normal duties through a financial arrangement between their departments and the administration. Some course topics were Alienation, Corruption, The Black Man in a Changing American Context, and The Future of Disarmament. CES estimates that \$3000 per course would provide students with a truly innovative educational experience, and is requesting \$18,000 for 6 courses to be offered during the 1969-1970 academic year. Appended to the request are a complete summary of 8 courses, a list of criteria for, and evaluation of, courses and instructors, and a breakdown of enrollment. (WM)

ED 031 138

HE 000 993

Shoben, Edward Joseph, Jr.
Student and University Governance.
State Univ. of New York, Buffalo.
Pub Date 69

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Administrative Organization, *Governance, *Higher Education, *Student Participation, *Student Role

Identifiers—*Student Assembly

It is necessary to provide organizational and political bases from which genuine student influence can be exercised if we assume that (1) extensive and meaningful participation by students in university governance is likely to be a permanent feature of academic life; (2) participation legitimately represents serious student concerns and provides a channel for their contributions; (3) construction of suitable machinery for greater participation is the only process by which students can become fully committed members of the academic community. To be effective, forms of representation must be personalized and demonstrably linked to humane goals. One possible governance arrangement conceives of the central administration as analogous to the federal executive, and the Faculty Senate and Student Assembly as upper and lower houses of the legislature. Service in the Assembly would be tied to special related academic programs and awarded academic credit. To ensure that the Assembly was truly representative, the student body would be divided into "districts" of about 100-200 members who would elect a representative to the Assembly. Districts would be organized around common ideological interests. Judicial functions could be exercised in a variety of ways, involving, perhaps, distinctive trial courts and appellate tribunals. These provisions briefly outline one response to the fundamental question of what constitutes the appropriate basis of authority in the contemporary university. (JS)

ED 031 139

HE 000 994

Curle, Adam
Problems of Professional Identity: An Examination of Training for Human Resource Development and Educational Planning.
Education and World Affairs, New York, N.Y.
Report No.—Occas-R-6
Pub Date 68

Note—64p.; Impetus for this paper was provided by the Workshop on the Training of Educational Planners sponsored by the Education and Human Resource Development Committee of EWA, Dartmouth College, August 21-22, 1967. Available from—Education and World Affairs, 522 Fifth Avenue, New York, New York
Document Not Available from EDRS.

Descriptors—*Administrative Personnel, Administrator Background, Comparative Education, Curriculum, Developmental Programs, *Educational Planning, *Higher Education, *Human Development, *Human Resources, International Education, Planning

The need for better preparation of those engaged in planning the development of human resources has been recognized, but programs aimed at such preparation differ according to the degree to which planners are seen as professionals. The type of program carried out in several US universities meets the needs of various types of planning by offering some specialization while supplying all degree candidates with a coherent body of professional knowledge. Because the label of professional planner is new and unrecognized, graduates of professional degree programs in planning suffer from problems of identity and limited opportunities for employment. If, however, the planner were known as a new type of administrator and if administrative programs in a few selected universities were adjusted to provide a common core along with lines of specialization including international work, the planner's position would be much easier. Care should be taken to prevent the conventional wisdom of older disciplines from suffocating the teaching of new administrative skills. "Comparative education," "international education" and "development education" need redefining so that the practical and theoretical orientations of these fields are clarified and their aims understood. In the opening phases of this new effort to create a trade or profession of human resource planners, many questions related to their functions remain. One of the objectives of this report was to clarify terminology in this emerging field, for it was evident at the Dartmouth workshop on the training of educational planners that word usage caused much confusion. (JS)

ED 031 140

HE 000 996

Fidler, Paul P.
Major Influences in Deciding to Attend the University of South Carolina. Research Notes No. 6-69.

South Carolina Univ., Columbia.

Pub Date 23 Jun 69

Note—3p.

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—*Academic Freedom, *College Choice, Comparative Analysis, *Decision Making, *Freshmen, Higher Education, National Norms, *Student Interests

Identifiers—*University of South Carolina

Data on entering freshmen at 358 institutions of higher education including the University of South Carolina (USC), were obtained in the fall of 1968 on a questionnaire prepared by the American Council on Education. This report, the third in a series drawn from analyses of these data, focuses on what USC freshmen consider as the major influences in their selection of a college, and compares their responses to weighted normative data based on questionnaire results from the 76 participating universities in the institutions surveyed. Of the 5 most frequently mentioned major influences, USC freshmen placed parents or other relatives first and the academic reputation of the college second, but freshmen at the national level reversed these influences in order of importance. Both groups were influenced by low cost and a chance to live away from home. USC students' first major influence involved friends who attended USC, while the national norms showed the role of the high school teacher or counselor as a major influence. Data on 1967 and 1968 USC freshmen revealed no change in the ranking of the 5 most frequently mentioned major influences in 2 years, and while reasons for selecting USC remained stable and in the same order of preference, a larger percentage of the 1968 freshmen selected this institution because of its academic reputation. (WM)

ED 031 141

HE 000 997

Morris, Arval A.
Student Participation in University Decision Making.

Pub Date [68]

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Activism, *Conflict Resolution, *Decision Making, Social Change, Student College Relationship, *Student Participation, *University Administration

The causes of student rebellion against established social and educational systems are rooted in many forces that impinge upon their lives, 3 of which are rapid social change, affluence, and the fear of technological death. The firm conviction of "new left" activists—the third generation of radical, militant students—is that they must do something about social problems that alienate human beings, such as poverty, racism, militarism, urbanization, and war. Believing themselves to be vitally affected by university policies and practices, students are claiming a democratic right to participate in institutional decision making. But within the university, each of the many communities should decide its own affairs, and conditions necessary for democracy do not exist. However, 3 areas in which just student demands could be met involve (1) voting on non-academic policy such as the right to control their private and social lives on campus, (2) voting on non-academic questions that concern the entire university community, such as allowing cars on campus, and (3) an effective voice in certain academic areas such as curriculum, effective teaching, examinations, and grading, on which they would not vote but could be consulted and, when possible, accommodated. The principle of consultation and accommodation would help to resolve the problem of student participation in decision making, make constructive use of students' energies, and protect colleges and universities from outside forces. (WM)

ED 031 142

HE 001 000

Admissions Policy of the City University of New York. Statement of Policy by the Board of Higher Education.

City Univ. of New York, N.Y.

Pub Date 9 Jul 69

Note—5p.

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Admission (School), *Board of Education Policy, *College Administration, *Ethnic Groups, Ethnic Studies, Higher Education, *Student College Relationship, Urban Youth

Identifiers—*City University of New York

This statement represents the New York City Board of Higher Education's response to 4 of 5 "demands" negotiated earlier at City College by representatives of the college administration and student faculty. The Board previously approved a fifth item, that the Spanish language and Black and Puerto Rican history be required for all of the College's education majors. On the other issues, the Board approved the development of an institute and programs at senior and community colleges on Black and Puerto Rican studies, all to be subject to faculty and administrative control. Supplementary freshman orientation programs for specific groups of students were welcomed by the Board, provided all freshmen would be advised of the existence of such programs and ALL students who voluntarily wish to participate in them could do so. The Board called for the establishment of college departments that would include counselors and instructors of the SEEK Program, but a SEEK director would be appointed by the president of the university. Authority was also given to the colleges to form committees of SEEK students and faculty that would advise on student activities, curricula, and faculty recruitment. The Board also directed the Chancellor of the university to determine the feasibility of offering admission to all New York City high school graduates by September 1970 rather than by 1975. (WM)

ED 031 143

HE 001 010

Stordahl, K. E.

Influences on College Choice.

Northern Michigan Univ., Marquette. Institutional Research Office.

Pub Date Apr 68

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Academic Performance, *College Choice, Comparative Analysis, *Decision Making, *Higher Education, Socioeconomic Influences, *Student Characteristics

Identifiers—*Northern Michigan University

Reasons given by students for their selection of Northern Michigan University and the relationship between these reasons and selected demographic and academic characteristics were the major concerns of this study. Data about 1966 freshmen were obtained from university records, and from an 18-item questionnaire on college choice with high loadings on 4 factors of in-

fluence: intellectual emphasis, practicality, advice of others, and social emphasis. Analysis of variance was used to discover differences in scores on each 3-point influence scale between 8 groups of 55 students each: Upper and Lower Michigan residents, males and females, and those who graduated in upper and lower halves of their high school classes. Most of the differences found among the groups were small. The more academically able students—particularly females—from lower socioeconomic groups in Upper Michigan emphasized practical matters such as cost and distance, but not students from upper socioeconomic families in Lower Michigan who were lower achievers yet had expected to go to college. Practicality seemed to be correlated with first semester academic performance, since students in the Lower Michigan group who were most influenced by this factor tended to achieve more academically than others who were not. Social factors were only slightly more important to Lower Michigan students. Both groups stressed intellectual factors but not the advice of others, and females emphasized intellectual considerations more than males. (WM)

ED 031 144

HE 001 011

Stordahl, Kalmer E.

Academic Performance and Persistence of Early Entry Institute Students.

Northern Michigan Univ., Marquette. Institutional Research Office.

Pub Date 7 Aug 68

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Academic Performance, *College Bound Students, Comparative Analysis, Grade Point Average, Higher Education, *Persistence, *Remedial Programs, *Underachievers

The Early Entry Institute, an especially individualized and supportive 8-week summer program, was established in 1966 at Northern Michigan University to raise the academic level of students who graduate in the lower third of their high school class and may be poor college risks. This study compared the persistence and academic performance of 91 students who completed the program in the summers of 1966 and 1967 with a comparable group of students entering the university in the fall of both years. The criterion of achievement was the grade point average (GPA), and persistence was measured by enrollments in semesters following summer sessions or initial semesters. Early Entry students earned higher GPAs during the summer programs than those earned by fall entrants in their first semesters (fall) but had lower GPAs for fall and spring semesters than the fall entrants. 1966 Early Entry students had more persistence when it was measured in terms of completion of 2, 3, or 4 semesters; but when persistence was measured by the number of semesters completed following initial enrollment, no significant difference was found. The high mean GPAs of Early Entry students in the summer sessions dropped in the fall and spring semesters to a level not greatly different from those of fall entrants. It was concluded that the influence of the Institute on academic performance was not greater than that of regular fall programs, but that a similar special program may be more successful if extended over a longer period of time. (WM)

ED 031 145

HE 001 012

Stordahl, Kalmer E.

Annual Progress Report 1968/69. Office of Institutional Research, Northern Michigan University.

Northern Michigan Univ., Marquette. Institutional Research Office.

Pub Date 30 Jun 69

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Annual Reports, *Educational Research, *Higher Education, *Institutional Research, Program Descriptions, *Research Projects

Activities undertaken by the Office of Institutional Research at Northern Michigan University during the 1968-1969 fiscal year are summarized in this report. Projects that were completed include a faculty salary survey, a comparison of academic performance and persistence in college between low-achieving students who had taken an early entry 8-week summer course and regular fall entrants, a study of the work load—and another of the teaching load—of full-time

teaching faculty, and reports on the utilization of instructional space and on student enrollments. Also completed were studies of educational expenditures of 1967, undergraduate student attrition from the fall semester of 1968 to the spring semester of 1969, and systematic procedures for the utilization of data processing equipment to prepare faculty-staff directories. Several statistical reports were prepared for government and private agencies in collaboration with other offices. The report also contains summaries of ongoing projects, a list of publications, committee assignments, and other staff activities during the year. (WM)

ED 031 146

HE 001 013

Stordahl, Kalmer E.

Student Satisfaction with Northern Michigan University.

Northern Michigan Univ., Marquette. Institutional Research Office.

Pub Date 1 Jul 69

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Administrative Policy, *Comparative Analysis, *Educational Environment, *Higher Education, Peer Relationship, *Student Attitudes, *Student College Relationship Identifiers—*Northern Michigan University

As part of a study of student characteristics, Part 2 of the College Student Questionnaire (CSQ) was administered in 1969 to a random sample of full-time freshmen and sophomores at Northern Michigan University (NMU) who were stratified by sex, class, and residence. Data obtained from 529 participants provided the basis for this report on student attitudes toward 4 aspects of their campus environment: faculty, administration, major department, and fellow students. The scores of these students were compared with those of a national norm group consisting of 1,500 students who were freshmen and sophomores in 1966 and 1967. NMU students who lived off campus approved of the faculty and administration much more than those who lived on campus, and NMU males were less satisfied with faculty than males in the norm group. NMU students, particularly the males, were more negative toward administrative authority over student behavior than the norm group. Scores lower than those for both NMU females and the norm group were obtained for NMU males concerning satisfaction with major fields, and NMU students took a less favorable view of their peers than students at norm group institutions. More recent norms may have revealed less differences between the 2 groups. But the critical attitude of NMU students is common in other institutions, and presents a challenge to US universities of providing a more satisfying and meaningful educational experience for their students. (WM)

ED 031 147

HE 001 016

Cheek, James E.

Making Education Relevant to Vital Social Change: The Higher Learning and Our National Destiny.

Howard Univ., Washington, D.C.

Pub Date 17 Jul 69

Note—17p.; Paper presented at Conference on American Education, Washington, D.C., July 17, 1969

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*Educational Objectives, *Higher Education, Institutional Role, Leadership Responsibility, *Relevance (Education), *Social Change, Social Values, *Student Opinion

It now seems clear that the decade of the seventies will be a new era of vital social change during which the US will be forced to come to grips with the issues of war, poverty, and racism. Today's student unrest already indicates that a new order is emerging. Moderates seek change through reform and militants seek it through revolution, but both groups embrace the ideology of relevance and want colleges and universities to respond more aggressively to current social issues. If the demand for relevance in education is a demand for responsiveness, then institutions of higher learning must change from within and assume a leadership role, boldly asserting themselves as catalysts to set new directions, clarify vital issues, develop new knowledge, and devise new techniques to transform disorder into order. Higher education in the US may be characterized today as the "disaster area" of the social order. To remove this image and to make the institu-

tional structure more appropriate for life during and after the seventies, educators could change the process of determining who has access to higher learning, renew the learning environment, remove barriers between campus and community, and reevaluate the whole apparatus of courses, grades, and credit hours. Modern students will take over the post-modern US one day, not by revolution but by inheritance, and the impact of higher education upon society today will determine the character of the society that is turned over to them. (WM)

ED 031 148

HE 001 017

Bloom, Ellen And Others

Integrative Experiences of College Students.

Second Annual Progress Report of NIMH Project Grant MH 15045 1968-1969.

Kansas State Univ., Manhattan. Student Counseling Center.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 1 Jun 69

Note—50p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*College Environment, *Counseling, Higher Education, Individual Characteristics, *Personal Growth, *Psychological Needs, *Student Development, Student Personnel Work

Following a pilot study between 1965 and 1967, the Counseling Center at Kansas State University initiated a 3-year mental health project to identify integrative experiences—those that lead toward more creative and fully functioning individuals—of college students, and to communicate interpretative reports on the data collected to the academic community, parents, and the counseling profession. Staff members of the Center met weekly with groups of students to discuss the significance of the week's experiences, and material derived from each meeting was summarized, recorded, coded, and crossfiled by group, individual, and topics of discussion. By the end of 1968, 192 students had participated in the weekly sessions and the project had expanded to include individual interviews, psychometric assessments, and a study of the physiological aspects of human development. The first half of this report relates the project to other phases of student personnel work and reviews the pilot study phase, with emphasis upon emerging trends in data collected up to 1969. The second half focuses on contacts with faculty, students, parents, and the community at large, and discusses the project's contributions to the training of student personnel workers in higher education. [Not available in hard copy due to marginal legibility of original document.] (WM)

ED 031 149

HE 001 018

The Interim Semester Program 1969-1970.

Albright Coll., Reading, Pa.

Pub Date 68

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Curriculum, *Higher Education, *Innovation, *Relevance (Education)

Identifiers—*Interim Semester Program

This manual describes Albright College's Interim Semester Program inaugurated in the academic year of 1969-1970. Under the "4-1-5" calendar plan, a student will take 4 courses in the Fall semester, 1 during the interim semester in January, and 5 in the Spring semester. Each student must participate in 3 interim semesters during his 4 years of study and may participate in 4 if he wishes. The purposes of the interim program are to introduce innovation into the curriculum and to provide students and faculty with new learning experiences. The academic and administrative policies governing the interim program are listed and the courses to be offered during the January semester are described. Some of the issues considered during the discussions of the Ad Hoc Committee on Curriculum and the "4-1-5" Plan are outlined in an attached paper. (JS)

ED 031 150

HE 001 019

Campus Environment. An On Going Assessment of Student Attitudes.

Kansas City Regional Council for Higher Education, Mo. Office of Institutional Research.

Pub Date May 69

Note—64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—*Administrative Problems, *Decision Making, *Information Retrieval, *Institutional Environment, Questionnaires, Sampling, *Student Attitudes, Student Characteristics

The task of administrative decision makers at diverse and complex institutions has been made more difficult with student confrontations, and there is an expressed need for improved tools to assess student attitudes and characteristics. The Campus Environment Scale (CES), a data-gathering tool, contains 150 statements that deal comprehensively with college life to which students' reactions may range from strong agreement to strong disagreement. The CES was used in a pilot study to assess campus environments in the Kansas City, Missouri region, and the resulting tables and charts presented in the report offer administrators in the participating institutions a basis for comparative analysis of their institutions with other campuses. Improved instrumentation of the CES for trend analysis, rather than comparative analysis, would offer increased effectiveness in administrative decision making, since trend analysis also detects whether areas of strength are deteriorating or whether a negative situation has undergone improvement, and provides an almost instantaneous informational feedback. The use of a computerized item sampling technique, in which students respond to a fraction of the CES questions, has refined the CES to the point where processing time from student response to feedback is only about 2 hours. This facilitates an ongoing trend assessment of student attitudes and characteristics for effective administrative decision making. (WM)

ED 031 151 HE 001 020

Dispenziari, Angelo K. K. *Survey of Community Agency Experience with the SEEK Program.*

City Univ. of New York, N.Y. Research and Evaluation Unit for Special Programs.
Pub Date 5 Jun 69

Note—69p.

EDRS Price MF-\$0.50 HC-\$3.55

Descriptors—Agencies, *Community Agencies (Public), Community Cooperation, Community Support, *Educational Opportunities, *Higher Education, Poverty Programs, *School Community Relationship, Special Programs, *Urban Youth, Youth Programs

Identifiers—SEEK

Offered by the City University of New York, SEEK (Search for Education, Elevation, and Knowledge) is an educational opportunity program concerned with high school graduates from poverty-area neighborhoods who would not have been admitted to college on the basis of their grades, but who have potential for college in terms of basic ability. A distinguishing feature of SEEK is its close working relationship with community agencies which help to recruit students. The agencies are encouraged to stay in touch with accepted applicants and follow their progress in the program. Constant communication between the program and agencies is necessary to maintain interest and involvement. To gather information about the community agencies and their activities and experiences concerning the SEEK program, a questionnaire was mailed in February 1969 to approximately 1200 agencies. Questions were asked about a variety of areas, including the volume of referrals made and anticipated, community attitude toward SEEK, and satisfaction with SEEK among agencies, communities, and students. The results from the 30% that responded indicated that: while hundreds of agencies had referred applicants to SEEK, hundreds of others had not; referral activity was generally on a small scale (less than 10 per agency in most cases); and the great majority of agencies that made referrals were satisfied with the program and reported satisfaction on the part of their communities and students. (JS)

ED 031 152 HE 001 022

Higher Education Accounting Manual. Utah Coordinating Council of Higher Education.

Utah Coordinating Council of Higher Education, Salt Lake City.

Pub Date 1 Nov 68

Note—216p.

EDRS Price MF-\$1.00 HC-\$10.90

Descriptors—Accounting, Budgeting, Electronic Data Processing, *Financial Policy, *Higher Education, *Money Management, *Record-keeping, Statistical Data, *University Administration

Recognition of a critical need for accurate and detailed information to refine the process of budgeting funds for higher education in Utah led to the preparation of this accounting manual for universities and colleges in the state. The manual presents guidelines for the uniform accounting and reporting of financial and statistical data, and is based on the premise that automatic data processing will be used by all institutions on a direct or a time-shared basis for fiscal, budget control, and management and planning purposes. The guidelines closely follow the 3 basic objectives of higher education and provide institutions with the means to report the factual information required in the development of a state master plan. They would enable each college or university administrator to determine (1) the comparative cost of educating an individual student by department or school, level of instruction, and class or section, (2) the cost, by project, of organized research and the amount of state funds included in such costs, (3) the cost of public service provided by the institution, and (4) the profits or losses of auxiliary enterprises. The manual contains descriptions of primary accounting classifications and their sub-areas, instructions or suggestions relating to the preparation of budgets and financial reports on a uniform basis, and guidelines for the development of management information. (WM)

ED 031 153 HE 001 024

Public Negro Colleges. A Fact Book.

National Association of State Universities and Land Grant Colleges, Washington, D.C.

Spons. Agency—Sears-Roebuck Foundation, Skokie, Ill.

Pub Date Jul 69

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Educational Objectives, *Educational Opportunities, *Higher Education, *Negro Colleges, Negro Education, *Relevance (Education), *State Universities

This booklet presents background material and current facts about the 34 US public Negro colleges and universities that have provided educational opportunities in 19 Southern and border states for able and deserving black students at generally low costs for over 100 years. Because of steady improvement in educational quality, a constantly broadening spectrum of liberal and professional education, and meaningful contributions to the community, these institutions are attracting growing numbers of black and white students despite an increase in higher education opportunities at predominantly white institutions. State appropriations provide 50% of their income, 12% comes from tuition and student fees, and auxiliary enterprises account for 25%; the federal government provides 10%, and private gifts and grants account for 1%, 50% of which come from foundations. Public Negro institutions, which award approximately 10,300 bachelor's and 1,400 master's degrees annually, had a 1968-1969 student enrollment of 93,470, including one third of all black students in US higher education. The fact book discusses the history of these institutions, their students, academic and public service programs, alumni, faculty, finances, and facilities. It also lists the 34 institutions, each with mailing address and other data. Copies of the booklet are available from the Office for Advancement of Public Negro Colleges, 805 Peachtree Street, N.E., Suite 577, Atlanta, Georgia 30308. (WM)

ED 031 154 HE 001 025

Scales, Eldridge E.

Academic and Professional Preparation of Faculty

in Higher Institutions of the South.

Southern Association of Colleges and Schools, Atlanta, Ga.

Pub Date 69

Note—88p.

EDRS Price MF-\$0.50 HC-\$4.50

Descriptors—*Accreditation (Institutions), Certification, Evaluation Criteria, *Faculty, *Higher Education, Professional Education, Southern Schools, *Standards, *Teacher Qualifications

In the belief that accreditation policies and practices must be realistic and sensitive to the changing nature of higher education, the College Delegate Assembly of the Southern Association of Colleges and Schools—which adopted revised accreditation standards for southern colleges—proposed an evaluation of the effectiveness of Illustration 3 of Standard 5. To determine whether

the requirements of Illustration 3, which deal with the professional competency of faculty members, were being met by southern institutions, data were collected in the spring of 1967 from 8,492 faculty members at 141 public and private 2-year colleges and 51,411 faculty members at 329 public and private 4-year colleges and universities. Among other findings, it was revealed that all faculty members at both types of institutions do not hold advanced degrees. Seventy-three percent of the 2-year colleges have 40% or more teaching faculty members with 2 years of advanced study beyond the bachelor's degree, but only 3.1% of the 4-year institutions reported on teaching staff who were so prepared. In 150 of the 4-year colleges, the doctorate is held by 30% or more of the faculty, but 14 colleges reported no teachers holding doctor's degrees. Competency certification (as an endorsement of equivalent preparation) is more common among 2-year colleges than among 4-year institutions. It was concluded that although compliance varies among institutions, Illustration 3 is not being met successfully by any of the institutions studied. (WM)

ED 031 155 HE 001 026

Remley, Audrey W.

Registration Patterns Under Two Different Grading Systems.

Westminster Coll., Fulton, Mo.

Pub Date [69]

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Academic Achievement, *Achievement Rating, *College Credits, *Comparative Analysis, *Grading, Higher Education

In the early 1960's, Westminster College adopted a new grading system, with the traditional grade levels of A, B, C, D, and F converted to DN (Distinction), HP (High Pass), P (Pass), and NC (No Credit). NC replaced both D and F of the old system, and grade point averages were abolished, in an effort to encourage students to register in more difficult courses. This study, conducted 4 years after the new grading system was put into effect, sought to determine the number of hours taken and passed, and the number of easy, moderate, and hard courses taken and passed by students under each system. Participating students were the Classes of 1965 (under old grading system), 1967 (4 semesters under each system), and 1969 (under new grading system). With each succeeding class, students attempted more hours per semester, but passed fewer courses under the new system. If the D grades under the old system were not included this result could have been different, since NC includes the traditional D but is not entered into the students' records. The general pattern was that students registered in fewer easy and difficult courses, but took and passed a larger number of moderate courses. This trend would seem to represent changed student perceptions of courses over the years and not a change in registration patterns or a direct influence of the grading systems. (WM)

ED 031 156 HE 001 027

Aldridge, Jack H.

Curriculum for Disadvantaged Students in Higher Education.

American Personnel and Guidance Association, Washington, D.C.

Pub Date 1 Apr 69

Note—8p; Paper presented at 1969 American Personnel and Guidance Association Convention, Las Vegas, Nevada, April 1, 1969.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Cooperative Education, *Curriculum Development, *Disadvantaged Youth, Educational Objectives, *Ethnology, *Higher Education, *Relevance (Education), Remedial Courses

Disadvantaged students are college-age youths who are probably non-white, live in a depressed area, come from low-income families, and need special help in order to be successful in college. Courses in the undergraduate curriculum for the disadvantaged should be built around the identified needs and characteristics of the students and of the surrounding society. The college curriculum has always been designed to make learning an interesting, exciting experience, and to generate intellectual curiosity, a love of knowledge, and an open mind. Since the characteristics of the student population are changing, the curriculum, which has always been geared to meet the needs of students, must also change to

provide the same benefits for today's less affluent youth. In educating students for tomorrow's world, cooperative education programs should be adopted on more campuses to train students for supervisory, mid-managerial, and junior executive positions in business and government. Admission and degree requirements should not be lessened, but additional remedial courses will be needed to strengthen the disadvantaged student's ability to cope with regular college work. Ethnic studies that are part of the curriculum should deal with human experience as it complements the study of other cultures, and not offered as isolated educational experiences. With this background of understandings, skills, and attitudes, students will adjust, participate, and contribute to society. (WM)

ED 031 157

HE 001 028

Dyer, Henry S.

Research Between the Right and Left.

Educational Testing Service, Princeton, N.J.

Pub Date 30 Jan 69

Note—26p.; Paper presented at Workshop of the Regional Educational Laboratory for the Carolinas and Virginia, Durham, North Carolina, January 30, 1969.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*College Environment, Community Attitudes, *Conflict, *Educational Change, *Institutional Research, Institutional Role, *Organization, Student Behavior

This paper explores 2 concepts, institutional research in higher education and what is called the Left-Right Continuum, and suggests that periods of conflict provide better opportunities for meaningful institutional research than when the campus is quiet. To ensure the health of a college, interinstitutional research and intrainstitutional research must go hand in hand. The Left-Right Continuum is a socio-cultural, multidimensional yardstick that measures segments from the extreme left (activists who revolt against all institutional authority) to the extreme right (people off campus who fear any form of change that may take place on campus). Between these 2 groups are students and faculty members (the undistributed middle) who are not concerned with politics or institutional changes but whose unrecognized needs, hopes, and frustrations are sources of possible conflict. The college itself is likened to the Freudian model of personality. The ego is a combination of faculty and administration, the id is the undistributed middle, and the superego is the charter of the college, which causes guilt about unrealized institutional goals; the college is in a constant state of neurosis. When the id, which is usually repressed by the ego, comes to the surface during a period of conflict, the institutional researcher is provided with the best view of the real internal dynamics of the institution for analysis, and can suggest the kind of adjustments that are necessary for the health of the college. (WM)

ED 031 158

24

HE 001 029

Improvement of Persistence to Remain in School by Potential Dropouts of Community College Students through the Evaluation of a General Education Program. Final Report.

Macomb County Community Coll., Warren, Mich.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-7-E-193

Pub Date Jun 68

Grant—OEG-0-8-019300-0209-010

Note—327p.

EDRS Price MF-\$1.25 HC-\$16.45

Descriptors—Community Colleges, Course Objectives, *Experimental Curriculum, *General Education, Higher Education, *Persistence, *Potential Dropouts, *Student Ability

The majority of students entering Macomb County Community College enroll in the liberal arts curriculum with the intention of earning college credits and transferring to a 4-year institution. But many of these freshmen are "latent terminal" students with poor to average high school grades and low SCAT or ACT scores who fail in their chosen curriculum and leave college between the first and second semesters. The Educational and Cultural Development (ECD) Program, which began in the fall of 1965, is a broad, integrated, 1-year general education curriculum that is structured to provide a successful and productive educational experience in a highly

personalized environment. ECD students enroll in 5 courses, on a block schedule basis: social science, natural science, communications, humanities, and orientation. A larger number of students in 2 groups that successfully completed the ECD Program have earned more credits and higher grades in a shorter length of time than a comparison group of regular liberal arts students and those who persisted into their second year continued to achieve ahead of the liberal arts group. This report presents the theoretical structure and description of the ECD Program, the rationale on which it is based, faculty team reports on the 5 areas of study, and a detailed evaluation. The final recommendations are presented to those who might wish to incorporate any or all of them into a new or existing program. (WM)

ED 031 159

HE 001 031

Schultz, Theodore W.

Resources for Higher Education: An Economist's View. (Reprint).

Chicago Univ., Ill.

Pub Date 69

Note—21p.; Paper prepared for a trustees' conference, American Council on Education, Dallas, Texas, January 26, 1968

Available from—Carnegie Commission on Higher Education, 1947 Center Street, Berkeley, California 94704 (1 copy free, subsequent copies 0.20)

Journal Cit—Journal of Political Economy; v26 n3 p327-47 May Jun 1968

Document Not Available from EDRS.

Descriptors—*Educational Finance, *Financial Policy, Financial Support, *Higher Education, Planning, *Resource Allocations

The limitations of economic analysis are evident when one considers the complexity of our society's needs and problems. Seven propositions which may be useful in planning and in financing higher education are: education is a form of human capital; the 3 major functions of higher education are discovering talent, instruction and research; there are few or no gains in the measured productivity of labor entering into higher education; earnings foregone by students are well over half of the real costs of the human capital formation by higher education; long-term projections of the demand for higher education are beset with uncertainty; if education is an investment in human capital, the central economic concept in planning and financing it should be the rate of return to investment; education changes the distribution of personal income. The implications of these propositions generate a number of problems pertaining both to resources for higher education allocated in accordance with the test of economic efficiency and to allocations that reduce the inequality in distribution of personal income. To achieve the organizational changes necessary for a more efficient allocation of resources, better economic incentives and better information for those who make allocative decisions are necessary. It is exceedingly difficult, however, to specify the nature of the incentives or define the particular types of information that would aid academic entrepreneurial and management endeavors. (JS)

ED 031 160

HE 001 032

Piccard, Leroy A.

A Comparison of Student Enrollment with the Student Use of the Health Service.

Missouri Univ., Columbia.

Pub Date [69]

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*College Students, Enrollment Rate, *Health Services, Higher Education

Identifiers—*Missouri University

The extent of student use of college health services at the University of Missouri, Columbia from July 1, 1963 through June 20, 1968—a period when enrollment increased rapidly—was investigated in this study. Data were obtained from records of the Health Service and Registrar's Office. Answers were sought to 3 questions: Did increased enrollment affect the proportion of the student body using the health service? Did differences occur in the use of the health service by male and female students in proportion to their membership in the student body? Were there differences in the use of the student health service by male and female students within medical classifications? It was found that student use of the health service over the 6-year period was not sig-

nificantly different from the rate of enrollment. Approximately 63% availed themselves of health services. Males and females tended to use the health service at a ratio similar to their proportion in the enrollment. The only exception was in the use of the health service for medical purposes: females used this service at a rate that was significantly higher than their ratio to males in the student population. Additional research is recommended on the image of the Health Service, the type of services offered, and the effect of student housing on use of the health service. Tables are included. (JS)

ED 031 161

HE 001 033

Southern Regional Education Board 1948/1968.

Twenty Years of Progress in Higher Education.

Southern Regional Education Board, Atlanta, Ga.

Pub Date [68]

Note—48p.

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—*Higher Education, *Interagency Coordination, *Organizations (Groups), Planning, Programs, *Southern States

Identifiers—*Southern Regional Education Board

Established in 1948 as a public agency of 15 member states cooperating to improve higher education, the Southern Regional Education Board works with state governments, academic institutions, and other agencies to: do research on the South's problems and needs in higher education; provide consultant services to states and institutions on problems related to higher education; find ways of solving problems through regional cooperation; and disseminate information on higher education. This 20th anniversary report contains 4 papers on its mission and programs and includes committee memberships, a publications list, and financial information. (JS)

ED 031 162

HE 001 034

Phase II Objectives and Time Schedule of the WICHE Management Information Systems Program. June, 1969 - May, 1972.

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date May 69

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Data Collection, *Financial Policy, *Information Systems, Institutional Administration, *Models, *Program Development, *Resource Allocations

Identifiers—*Western Interstate Commission for Higher Education

In 1968, the Western Interstate Commission for Higher Education (WICHE) initiated a 5-year management information systems project to encourage systematic data collection and utilization for the effective allocation of resources at institutions of higher education. This report describes Phase II of the project, a developmental phase scheduled for the period between June, 1969 and May, 1972, during which management information systems will be developed and tested at selected agencies and institutions of higher education. A primary objective is to develop models of instructional function, resource requirement prediction and student flow, and to develop glossaries of compatible data elements and procedures for producing and comparing cost data from several institutions. Other primary objectives involve the development of management information systems in cooperation with regional and national organizations, and the sharing of project results with agencies in states not participating in the program. The report also contains a project time schedule which outlines primary and supplementary program and management objectives. (WM)

ED 031 163

HE 001 035

Objectives and Guidelines of the WICHE Management Information Systems Program. A Proposal for a Regional Cooperative Project Among Higher Education Institutions and Coordinating Agencies to Design, Develop, and Implement Management Information Systems and Data Bases Including Common Uniform Data Elements.

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date May 69

Note—31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—*Data Collection, *Financial Policy, Higher Education, *Information Systems, *Institutional Administration, Management Development, *Resource Allocations
Identifiers—*Western Interstate Commission for Higher Education

The Western Interstate Commission for Higher Education (WICHE), responding to a need for systematic data collection and utilization for the effective management of increasingly complex institutions of higher education, appointed a design committee to develop a conceptual framework and guidelines for a management information systems project. The recommendations of this committee of representatives from institutions of higher education and state agencies in the West were reviewed and accepted by a larger representative committee. The substance of this report constitutes the basic recommendations of the design committee. The WICHE Management Information Systems Program is a regional cooperative 5-year project to encourage the development of management information systems with common data elements in institutions of higher education. The purpose of the information systems and data bases is to improve the capability of local institutions and agencies to allocate resources more effectively, and to provide comparable data from throughout the region and elsewhere on the cost of instructional programs by level of student, level of course, and field of study. The report presents the objectives, planned and anticipated phases of the project, and descriptions of data requirements for effective decision making on the allocation of resources. (WM)

ED 031 164

HE 001 036

Lawrence, Ben

Compatible Management Information Systems. A Technical Report Concerning the Concepts Underlying Compatibility in the WICHE Management Information Systems Program. Technical Report 1.

Western Interstate Commission for Higher Education, Boulder, Colo.
Pub Date May 69

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Articulation (Program), *Comparative Analysis, Data Processing, *Educational Administration, *Information Networks, *Interinstitutional Cooperation, Man Machine Systems, *Systems Approach, Unit Costs
Identifiers—*Western Interstate Commission for Higher Education, WICHE Management Information Systems Program

Recognizing that many Western institutions of higher education are developing management information systems, the Western Interstate Commission for Higher Education (WICHE) Management Information Systems (MIS) Program is proposing the standardization of data elements in the data bases of these independent systems to develop common programs for data analysis and to facilitate the rapid exchange and processing of similar information from several institutional sources. The purpose of this technical report is to respond to the question: How can management information systems be developed which will respond to the unique needs of the individual institutions and at the same time be sufficiently compatible to permit valid interinstitutional information comparisons? WICHE MIS program objectives involve the development of exchange formulas and models, beginning with models that will facilitate the interinstitutional exchange of various types of unit cost data. These models will be used to identify data elements to be specified in a standard data element dictionary. A supplementary objective is to develop standard codes, field formats, and file structures for data storage, and present them in manuals that will explain how a total information system should be developed, so that small institutions with limited analytical research and computer capabilities may develop management information systems. The report explains the WICHE MIS concept of compatibility and defines system components for the derivation of certain data. (WM)

ED 031 165

HE 001 038

Bloland, Paul A. Nowak, Daniel B.

The Ombudsman. An Informal Survey of the Implementation of the Ombudsman Concept, Summer, 1968.

University of Southern California, Los Angeles.
Pub Date Oct 68

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Adjustment (to Environment), *Conflict Resolution, Insecurity, Institutional Environment, *Psychological Needs, *Student Alienation, *Student Personnel Services

College and university response to the sense of anomie experienced by students—especially those attending large, complex institutions—has been to implement several plans for reducing the students' feelings of impersonality and estrangement. In one of these plans, based on the "ombudsman" concept, students register complaints to 1 individual, who conducts an impartial investigation, reports to the appropriate authority, and makes other efforts to achieve desired results. An informal survey of Western colleges and universities was made in August, 1968 to ascertain to what extent this kind of plan has been utilized. Twenty-nine of the responding institutions had studied the concept, 24 had not, 9 had rejected it, and only 7 had some form of ombudsman program. Student and staff reactions to the program ranged from neutral to positive. Of the 29 institutions that had studied the concept, 20 had student bodies of more than 5,000 FTE (Full-Time Equivalent), and 16 of the 24 that had not considered such a program had student bodies of less than 5,000 FTE. Survey results suggest that requirements unique to the institution involved determine the appropriateness of the ombudsman idea. Due to a number of factors, larger state-supported institutions tend to consider the concept much sooner than small state or privately-supported institutions. The report contains a list of the 53 responding institutions, and selected data collected during the survey. (WM)

ED 031 166

HE 001 040

Bloland, Paul A. Nowak, Daniel B.

Student Drug Use. An Informal Survey of Institutional Policies and Practices, Summer, 1967.

University of Southern California, Los Angeles.
Pub Date Nov 67

Note—5p.

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Administrative Policy, *Discipline, *Drug Abuse, Drug Legislation, *Health Education, Legal Problems, *Student Behavior

An informal survey of colleges and universities was conducted in the Summer of 1967 to ascertain what positions they had taken with regard to the use of drugs by students. All of the institutions involved reported that they were aware of an urgent need to develop approaches for dealing with the problem, and were attempting to acquaint students with the problems involved in illegal drug use. Nine institutions had an established policy concerning the use of drugs, 10 were developing statements, and 14 did not yet have a policy. Those colleges and universities with policies had apparently assumed their positions because of the increasing use of drugs by students, community pressures, and concern for students involved in illicit drug use. Summarized, these policies state that: the university regards drug use as a serious problem and strives, through professional means, to bring the facts about drugs and their use to the attention of the campus community; students using drugs should seek aid from the Dean of Students or from the Student Health Center; the university will uphold state and federal laws with respect to drugs; and the possession, distribution, or sale of drugs could result in disciplinary action by the university. Abstracts of the 9 statements are presented, as well as a list of institutions that were either developing policies or had not yet established a position on drug use when this report was written. (WM)

ED 031 167

HE 001 043

Broiles, Mack R.

A Study of the Effectiveness of Teaching Listening.

East Texas School Study Council, Commerce.
Spons Agency—East Texas State Univ., Commerce.

Pub Date [69]

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Auditory Evaluation, *Comprehension, Control Groups, Experimental Teaching, *Listening Skills, *Measurement Techniques, *Teaching Methods

Listening, the most efficient means of learning in the early grades, is replaced by reading as an efficient method for learning after the seventh grade. For an investigation of the effectiveness

with which college students may be taught listening, lesson plans were developed from a programmed instruction book—Principles of Selective Listening—that was written in 1968 under the direction of John W. Blythe. A sample of 132 students at East Texas University was drawn from students who were enrolled in a Personality Foundations course. Each student was given a hearing test to determine his ability to hear, the Otis Quick-Scoring Mental Ability Tests, Form Fm to ascertain his intelligence quotient, and the Brown-Carlson Listening Comprehension Test, Form Am as a pre- and post-test. Pre-test and mental ability scores made it possible to equate groups of students. From the total sample, 2 classes were designated as control, and 2 as experimental groups, and the 4 classes met 3 days a week for 1 hour and 20 minutes. It was concluded that listening ability can be measured objectively, but that a person's ability to listen cannot be increased regardless of his mental ability. The null hypothesis—that there was no significant difference between students who were taught effective listening habits and those who were not—was accepted. The report contains recommendations for future research on the value of the teaching of listening. (WM)

ED 031 168

HE 001 046

Connellis, James Steve

The Curriculum of the Board of Educational Development: Some Empirical Findings.

California Univ., Berkeley. Office of Institutional Research.

Pub Date 14 Jul 69

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—*Course Content, *Curriculum, Curriculum Development, *Experimental Curriculum, *Higher Education, *Innovation, *Relevance (Education), *Student Role
Identifiers—*Board of Educational Development

Following recommendations in the 1966 report EDUCATION AT BERKELEY, the Board of Educational Development (BED) was created as the practical vehicle through which experimental curricular programming could be realized more rapidly. The purpose of this study was to examine systematically and empirically the BED curriculum—the student and faculty initiated courses sponsored by the Board. It was found that of the 36 courses given from Winter Quarter 1967 through Summer Quarter 1968, almost 60% were initiated by students. Wide variation in class size was noted. Broad social problems dominated the content of the BED curriculum with the emphasis favoring a theoretical orientation over specific application of theory. There were no significantly peculiar patterns of course enrollment size in terms of the 3 course initiator groups—the Center for Participant Education (a student group), faculty, and students. Neither class size nor course load (estimated in terms of unit credit per course) significantly affected grades. Higher grades were earned in student initiated courses. BED courses showed significantly higher grade point indices than comparable undergraduate courses across campus, but in terms of course initiators and broad academic fields, the grade point indices of BED courses were not significantly different. Appendices contain course descriptions and tables. (JS)

ED 031 169

HE 001 049

A College in the City: An Alternative. A Report from Educational Facilities Laboratories.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Mar 69

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—*Community Involvement, Educational Opportunities, Higher Education, *Innovation, *Low Income Groups, *Neighborhood Improvement, Relevance (Education), *Urban Universities

A 45-block area of the Bedford-Stuyvesant section of Brooklyn, New York was chosen to illustrate how a poor urban community with the physical potential for restoration might be transformed by a local, unconventional college. About 500,000 poor people live in the area, 95% of whom are Negro or Puerto Rican, and almost 50% of these have only a ninth grade education. This new kind of college would educate people, provide park and recreation space, cultural facilities, and low-rise, low-cost housing. It would

function in new buildings, architecturally designed to mix with existing structures and filling in vacant lots or replacing deteriorating buildings. The college would be community-operated, open 12 months a year, 6 days a week, days and nights, for all community dwellers who either have high school diplomas or can pass a set of special tests built around the college's curriculum. The college experience would provide (1) a skills studio for practice and instruction in verbal and mathematical skills, (2) an internship program that combines study and work in particular fields, (3) a liberal studies core that relates economics, psychology, science, and other traditional subjects to basic social and human problems as they are seen by the college's students and faculty, and (4) a professional studies core, for concentration on skills in a chosen profession. The report also contains a blueprint that illustrates the design of the proposed facility. (WM)

ED 031 170 HE 001 050

Annual Report of The Board of Governors. The Ontario Institute for Studies in Education.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 68

Note—110p.

Available from—Ontario Institute for Studies in Education, 102 Bloor Street West, Toronto, Ontario, Canada

Document Not Available from EDRS.

Descriptors—Educational Planning, *Educational Research, *Higher Education, *Programs, *Research, *Research and Development Centers

Identifiers—*Ontario Institute for Studies in Education

This annual report for the fiscal year ending June 1968 of the Board of Governors of the Ontario Institute for Studies in Education discusses the function of the Institute and the success of its programs. Designed to include a department of graduate studies, a research and development center, and a regional laboratory, the institute is involved in evaluating existing educational systems and structuring innovations from the elementary to the graduate level. The workings of the Institute are described in reports from its various departments and divisions. Appendices list the staff, publications of the staff and Institute, major conferences sponsored by the Institute, and current projects financed by outside funds. (JS)

ED 031 171 HE 001 053

Schaefer, Robert J.

Campus Unrest and Exhausted Administrators.

Columbia Univ., New York, N.Y. Teachers College.

Pub Date 7 Jul 69

Note—11p.; Speech given before the 28th Annual Superintendents Work Conference, July 7, 1969.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Activism, Administrative Policy, *Administrator Attitudes, *Educational Environment, *Higher Education, Socioeconomic Influences, Student Attitudes, *Student College Relationship

No precise explanation can be offered for student uprisings at colleges and universities, but a sense of social purpose seems to pervade these disruptive activities. A college education, once a matter of free choice, is now a twentieth-century imperative for social and economic mobility. Modern students, frustrated by the inescapability of the college experience, observe such anomalies as poverty amidst wealth; war-related activities of a university that denounces war; the ugly reality of racism and professional rhetoric about human unity and dignity; and professors for whom students are not a primary concern, and have decided that middle-aged adults are the culpable parties for the current state of affairs. The use of repressive administrative power should be replaced with more patience, firmness, decisiveness, and participatory campus democracy to establish a cohesive institutional climate that is not conducive to student unrest. Teaching arrangements are needed which provide a sense of intimacy and shared purpose for students and faculty, such as short-term, problem-oriented interdisciplinary institutes. Students would then be able to alternate periods of learning and independent study, and professors could alternate intensive teaching and the study, research, and con-

sulting demanded of them by contemporary society. (WM)

ED 031 172 HE 001 054

Relationship of Academic Predictors to College Success.

Wisconsin State Univ., Stevens Point.

Pub Date Aug 69

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—*Academic Performance, Achievement Rating, *College Freshmen, Grades (Scholastic), Higher Education, *Measurement Instruments, *Predictive Validity, *Success Factors, Test Results

The purpose of this study was to determine the usefulness of 2 measures of student quality, high school percentile ranks and ACT composite standard scores, in predicting the first-year academic success of freshmen entering Wisconsin State University (WSU) at Stevens Point. The average high school percentile rank for the 2,172 entering freshmen in the fall of 1968 was 61.3. The 424 students who were dropped for academic failure after 2 semesters had an average high school percentile rank of 43.7; students remaining in college had an average percentile of 65.6. ACT standard scores were available for 2,068 of the freshmen; the average ACT score was 21.28. Students suspended for academic reasons after 2 semesters averaged 19.40, and those remaining averaged 21.72. It was concluded that the high school percentile rank is closely related to college success and is a good predictor of student quality, but that ACT scores are limited predictors (1 student with an ACT score of 7 survived) and should not be used as a single criterion for entrance to WSU. These findings were compared with others on WSU graduates in 1968 (582) and 1969 (609). The average high school percentile rank for the 1968 graduates was 69.4, and ACT scores ranged from 11 to 30, with a mean of 21.84; nearly 81.1% of the 1969 graduate ranked in the upper half of their high school class, and available ACT scores ranged from 8 to 30, with a mean of 22.10. These findings seem to support the conclusions of the study. (WM)

ED 031 173 HE 001 055

Beanblossom, Gary F.

What Do the CLEP General Examinations Measure?

Washington Univ., Seattle. Bureau of Testing.

Pub Date Jun 69

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Aptitude Tests, *Cognitive Development, *Factor Analysis, Higher Education, Liberal Arts, *Predictive Ability (Testing), *Student Testing, Test Validity

Factor analysis was used to test the hypothesis that College Level Examination Program (CLEP) General Examinations, when administered to students who have completed 2 years of college, do not measure anything different from that measured by the traditional battery of pre-college aptitude examinations. The CLEP examinations were taken in the fall of 1968 by 333 University of Washington juniors, all but 2 of whom had previously taken the Washington Pre-College Test (WPC). Three CLEP scores (in the areas of social science-history, natural science, and humanities) and 11 WPC scores were intercorrelated and factor analyzed—using a computer program described by Kaiser in 1959—to reveal whether CLEP scores increase the factorial complexity of the WPC battery. Study results revealed that while the CLEP General Examinations are valid indicators of educational achievement, they do not measure anything uniquely different from that measured by the WPC battery and should be used with caution for evaluating liberal arts curricula. Students who score well on pre-college tests may achieve better in the liberal arts areas covered by the CLEP examinations, since they may be more intellectually curious and highly motivated. However, the CLEP natural science examination scores for this sample of juniors is just as predictable as scores for vocabulary or reading comprehension tests taken 3 years earlier. (WM)

ED 031 174 HE 001 056

Beanblossom, Gary F.

Biographic Survey, Part II: Biographic Comparisons of Students Planning to Attend Different Types of College Institutions.

Washington Univ., Seattle. Bureau of Testing.

Report No—Bur-of-Testing-Proj-0468-100

Pub Date Jun 69

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Higher Education, *Secondary School Students, *Student Characteristics

This paper surveys and analyzes biographic data from the first SURVEY OF EDUCATIONAL PLANS AFTER HIGH SCHOOL (Bureau of Testing, University of Washington) administered in 1966-67 to more than 7500 high school seniors in the state. The characteristics of students planning to attend 2-year colleges, state or private colleges, and state universities, subdivided by sex, are compared through a series of charts. Biographic variables such as parents' education, father's occupation, area of residence, size of high school graduation class, time of decision to attend college, high school subjects most and least enjoyed, high school study habits, anticipated college study habits, conditions favorable to learning, occupational plans, choice of college major, educational aspirations, and marriage plans are examined. It is apparent from these data that different college populations are contrastable, not just in terms of traditional academic measures such as grades and tests, but also in socioeconomic background, interests, values, and future plans. (Author/JS)

ED 031 175 HE 001 057

Motyka, Arthur

Music Admission Policies and Practices: The Music Student Enters the NASM Accredited Institution of Higher Education.

Kent State Univ., Ohio.

Pub Date 69

Note—42p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—Academic Standards, *Admission Criteria, Career Choice, *Higher Education, *Institutional Administration, *Music Education, *Talented Students

A questionnaire was sent to music administrators at 275 institutions of higher education that are accredited by the National Association of Schools of Music and responses have revealed an inconsistency in music admission practices. The predominant policy combines music and academic requirements, but some institutions have separate music—only academic—requirements for freshmen who have chosen music as a professional career. Admission criteria range from an open door policy at most state institutions to selective evaluation and personal scrutiny at private colleges. The institutions surveyed included junior, tax-supported, and private colleges, private and tax-supported universities, and a theological seminary. The names used in the study for music settings within an institution were Department, School, Conservatory, or Division of Music, but responses indicate that there are 6 other titles also in use. Recommendations to improve current music admission practices include the use of standardized titles for music settings, the inclusion of comprehensive music questions in the College Entrance Examination Board Test for all students, the shifting of responsibility for counseling musically-oriented high school students from counselors to music educators, less rigid academic admission standards for talented music students, and the establishment of admission policies that coincide with institutional philosophy and objectives. (WM)

ED 031 176 HE 001 059

Willingham, Warren W. Findikyan, Nurhan

Patterns of Admission for Transfer Students.

College Entrance Examination Board, New York, N.Y.

Pub Date 69

Note—54p.

Available from—College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540 (\$1.00)

Document Not Available from EDRS.

Descriptors—*Administrative Policy, *Admission Criteria, *Enrollment Trends, Financial Needs, Higher Education, Resource Allocations, *Student Mobility, *Transfer Students

Statistics show that the number of student transfers has now doubled the number of entering freshmen at 4-year institutions. To acquire representative national data on the kinds of students who transfer and what determines whether they are admitted or not, a survey was made of 146 selected colleges that closely represent 4-year accredited institutions on regional and na-

tional bases. Data from these colleges provided documentation of transfer policies and procedures, how such practices vary among different types of institutions, and made it possible to estimate the national flow of transfer applicants and matriculants from 1 type of institution to another. This report analyzes these data. The study also revealed that these students are mostly absorbed by large public institutions, but that there are wide variations in institutional attitudes and practices with respect to transfer admissions. The shortage of financial aid and space for transfer students may be the result of inefficient utilization of resources and inadequate statewide planning. The practices of many institutions throughout the US need to be improved, and government groups at state and federal levels should consider the special financial needs of new transfer student populations when providing funds for the expansion of public junior colleges. The construction of institutions for the purpose of serving transfer students at junior and senior-year levels may also alleviate the plight of some of these students. (WM)

ED 031 177

JC 670 620

Rarig, Emory W., Jr., Ed.

The Community Junior College: An Annotated Bibliography.

Pub Date 66

Note—114p.

Available from—Teachers College Press, Teachers College, Columbia University, New York, New York 10027

Document Not Available from EDRS.

Descriptors—*Bibliographies, *Junior Colleges

This annotated bibliography on the junior college is arranged by topic: research tools, history, functions and purposes, organization and administration, students, programs, personnel, facilities, and research. It covers publications through the fall of 1965 and has an author index. (HH)

ED 031 178

JC 680 307

Report to Roger Williams College.

Pub Date 27 Jan 68

Note—81p.

EDRS Price MF-\$0.50 HC-\$4.15

Descriptors—*Community Cooperation, *Community Service Programs, *Disadvantaged Groups, *Junior Colleges
Identifiers—*Rhode Island

Considering a satellite program for a local housing park, Roger Williams College examined (1) its feasibility, (2) alternate ways of setting it up, (3) sources of funds, (4) curriculum design, (5) selection of staff. Park residents were asked to share in planning, decisions, implementation, and operation. As initial reaction was wary, the college had not only to gather data, but also to keep interested groups informed. Publicity was planned to prevent cross-cultural friction. The program, for 40-45 students, was to provide (1) field study to complement main-campus study, (2) a site for pilot projects in practical new study methods, (3) collaboration with residents for individual development. It was to start within the college's resources, with later help from OEO or HEW. The director was to be paid from private funds, his staff to include two members from the college, plus Peace Corps and graduate school recruits. Curriculum selection and planning, community cooperation, credit, etc. were discussed. Recommendations include: more space in the park; a residents' advisory committee; credit for some courses; outside speakers' fund; early student orientation; program documentation and evaluation; involvement of students and residents in all decisions; a faculty that will live in the park; include at least one woman, have continuity, be active in park affairs, report regularly, and meet with main-campus staff. (HH)

ED 031 179

JC 680 408

Lutz, Sandra W.

Do They Do What They Say They Will Do?

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No.—ACT-RR-24

Pub Date Mar 68

Note—36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—*College Planning, *Followup Studies, *Junior Colleges, *Predictive Validity, *Questionnaires, *Test Interpretation
Identifiers—*American College Testing Program

In the spring of 1966, a follow-up study of the original form of the ACT Student Profile Section (SPS) was conducted at 35 colleges. As a part of the larger study, this report investigates the question of how accurately the students' pre-college responses predicted their behavior and plans during the first year of college. The follow-up data were paired with original data for 5,617 students on such topics as vocational and educational plans and aspirations, choice of major, reasons for college attendance, expected need (if any) for financial help, estimated part-time work plans, housing needs, ownership or use of a car, expected extracurricular participation. The data suggest three generalizations: (1) the students tend to do what they say they will do, or something closely related to it, during their first year; (2) lack of follow-through may be caused by a change of mind by the student, a change of policy or opportunity presented by the college, or a change in the choice of college or goals; and (3) when appropriately evaluated, SPS data can help colleges plan for, as well as counsel, entering students. Answers, for example, to the pre-college questions on automobiles and housing plans could help the college estimate parking and dormitory requirements. (HH)

ED 031 180

JC 680 438

The Role of Industrial Relations Centers, Proceedings of a Regional Meeting of the International Industrial Relations Association (Chicago, May 17-18, 1968).

Wisconsin Univ., Madison. Industrial Relations Research Inst.

Pub Date Aug 68

Note—93p.

EDRS Price MF-\$0.50 HC-\$4.75

Descriptors—Conferences, *Extension Education, *Industrial Education, *Junior Colleges, *Labor Economics, Labor Problems, *Research

This meeting was held to exchange views on organization, operation, and goals of industrial relations centers, institutes, and schools. The opening speaker outlined the structure and functions of the international organization and of the regional conferences. The first paper, "Administrative Arrangements in Industrial Relations Centers," was based on a survey of U.S. and Canadian centers. The next paper, "Extension Activities of Industrial Relations Centers," stressed the importance of adult education courses for both unions and management and described the variety and problems of extension programs. The third topic, "Research Activities of Industrial Relations Centers," was covered by two papers. "Changing Patterns of Research" showed how emphasis was shifted from labor history and law, unions, and collective bargaining to labor market analysis, manpower policies, and international problems. "Contributions of Current Research" brought the topic up to date on current research achievements and needs. The fourth subject, "Resident Instruction in Industrial Relations Centers," was covered by a paper, "Industrial Relations Graduate Programs," on administration problems of graduate and degree programs, and by a paper, "Industrial Relations Degrees vs. Traditional Disciplines," on the controversy over the advantages of an industrial relations degree per se or a traditional degree (economics, law, sociology, etc.) with a concentration of industrial relations. Appropriate discussion followed each presentation. (HH)

ED 031 181

JC 690 053

Almarode, Richard L.

A Follow-Up Study of Junior College Hotel and Restaurant Education in Florida.

Florida State Univ., Tallahassee. School of Business.

Pub Date Sep 68

Note—94p.

EDRS Price MF-\$0.50 HC-\$4.80

Descriptors—*Followup Studies, *Food Service Industry, *Hotels, *Junior Colleges, *Vocational Education
Identifiers—*Florida

This study examines hospitality programs from the enabling legislation in 1961, which provided for an advisory committee to the Hotel and Restaurant Commission on education. Its purpose was to employ a director of the programs and two field representatives or consultants to offer on-the-job assistance to managers and employees in the state's hospitality industry. In 1962, eight

regions were surveyed to determine job opportunities, on-the-job training facilities, and the probable degree of industry cooperation. This report compares the curriculums of six junior colleges with that recommended by a 1964 joint industry and education meeting in three areas of education: (1) general, (2) business and electives, and (3) technical hotel and restaurant. General studies requirements vary greatly among the colleges, although all require English and physical education. In the business area, math is required by most, followed by advertising and sales. In the technical programs, all but one require a basic course in food production. The Council of Hotel, Restaurant and Institutional Education committee recommends academic credit for internship only in the transfer program (six hours), while the colleges allow as much as 18 credit hours for on-the-job experience. Details of programs of the six colleges are given, as well as current industry/education relations. Most graduates appear to be successfully employed in the industry or are continuing their education at 4-year institutions. (HH)

ED 031 182

JC 690 062

Sparkman, James T. And Others

Comprehensive Study of Higher Education in Arkansas.

Arkansas State Commission on Coordination of Higher Educational Finance, Little Rock.

Pub Date 4 Sep 68

Note—308p.

EDRS Price MF-\$1.25 HC-\$15.50

Descriptors—Financial Policy, *Junior Colleges, *Master Plans, *State Programs, *Technical Education, *Vocational Education
Identifiers—*Arkansas

This survey of Arkansas' higher education system includes information on junior colleges. It is estimated that, by 1980, the state will have 11 junior colleges with an enrollment of 22,463. As the new ones are established, they are expected to provide most, if not all, of the less-than-baccalaureate programs. At present there are two public community junior colleges, one public junior college branch of the State University, and four private church-related colleges. These last offer transfer or 2-year general programs and training for personnel of their own denominational group, but little vocational/technical training. The statewide system of 15 area vocational/technical schools offers some academic course work beyond high school. Three current problems: (1) coordination of vocational school programs with the junior colleges to avoid a funding crisis, (2) local pressures to convert community colleges into 4-year institutions, and (3) present shortage of funds that may extend development of the junior college system to 10 or 15 years. The Committee on Junior College and Vocational-Technical Programs has 15 recommendations for a system of comprehensive colleges and the coordination of their programs with the area vocational and other schools in the state. Tables show details of projected expenditures for the various segments of higher education through 1981. (HH)

ED 031 183

JC 690 099

Cohen, Arthur M. Brawer, Florence B.

Heterogeneity and Homogeneity: Personality Characteristics of Junior College Freshmen.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date 14 Mar 69

Note—8p.; Paper presented to the California Educational Research Association annual spring conference (Los Angeles, March 14, 1969).

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Freshmen, *Heterogeneous Grouping, *Homogeneous Grouping, *Junior Colleges, *Personality Tests, *Student Characteristics

This study was designed to determine whether junior college freshmen demonstrate heterogeneity or homogeneity along certain personality dimensions. The subjects were 259 students enrolled in their first semester at California junior college. The two personality measures administered were the Adaptive-Flexibility Inventory, to measure the degree of ego strength of the respondent, and the Omnibus Personality Inventory, to assess certain characteristics of human behavior in areas of normal ego functioning and intellectual activity. Homogeneity was found on the measure of Adaptive-Flexibility—subjects

scored more in the middle range on this measure than populations of normally functioning adults who had taken the test in earlier studies. On the Omnibus Personality Inventory, the patterns of response showed high impulse expression and low cognitive orientation. Standard deviations of mean scores on this instrument were lower than those of comparison groups. Generally, the kinds of data obtained from this investigation do not suggest the quality of heterogeneity usually ascribed to junior college students. Further research is suggested to determine the degree of heterogeneity or homogeneity, and on what variables. If the homogeneity found in this study is substantiated in future studies, it would show that junior colleges do not attract extremes, but rather a large number of students from a fairly homogeneous population. (HH)

ED 031 184 JC 690 158

Styles, Jimmie C. Pace, Denny F.
Guidelines for Work Experience Programs in the Criminal Justice System.

American Association of Junior Colleges,
Washington, D.C.

Pub Date 69

Note—37p.

Available from—American Association of Junior Colleges, 1315 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—*Cooperative Education, *Junior Colleges, *Police School Relationship, *Work Experience Programs, *Work Study Programs
Identifiers—*American Association of Junior Colleges

Educational institutions and the functional units of the criminal justice system have not been well coordinated. Working on the assumption that education and training are complimentary processes, there is a current attempt to bring these processes together in a single concept called "work experience." The purpose of this document is to merge the two processes by (1) defining work experience and stating the objectives for a work-experience program, (2) citing the existing types of work-experience programs and identifying how each fits into the work-experience concept, (3) relating work experience to the criminal justice system through suggested program development and patterns of work experience, and (4) offering guidelines for institution, agency, and student participants. Work experience has demonstrated educational value, offering students opportunities to study practices, concepts, and theories and to apply the elements learned. (Author/MC)

ED 031 185 JC 690 190

Thurston, Alice Roush, C. Wayne
In Search of Patterns for Progress..., A Report of the Maryland Student Personnel Conference (Williamsburg, Virginia, October 20-23, 1968).

Maryland Association of Junior Colleges; Maryland Public Community Colleges; Maryland State Dept. of Education, Baltimore.

Pub Date Apr 69

Note—53p.

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors—Conferences, *Junior Colleges, *Student Personnel Work
Identifiers—*Maryland

The intent of the conference was to (1) assemble the student personnel workers of Maryland junior colleges, (2) evaluate and update professional information, both local and nationwide, (3) disseminate information through small-group interaction and mass media, (4) develop a detailed follow-up survey and study of student personnel departments in the colleges, and (5) prepare a conference report to be used as a reference tool for student personnel workers. Keynote speakers were Edmund J. Gleazer, Jr. ("What's on the Horizon for Junior/Community Colleges?"), L. Lynn Ourth ("Student Development in Higher Educational Environments"), Max R. Raines ("How Do We Evaluate What We Do?"), James L. Wattenbarger ("A Model State Structure for Community Colleges"), Paul E. Behrens and Edwin T. Carine ("Realistic Approaches to Student Appraisal"), and Daniel J. Sorrells ("Students in Revolution"). There was also a panel discussion on the topic of students in revolution. Four group reports (with recommendations) were made on: (1) the role of junior college student personnel workers in Maryland, (2) programs for the unprepared and research on student characteristics, (3) student activities and student governance, and (4) promises and problems of the technologies and realistic approaches to student appraisal. The report concludes with a list of the colleges participating, the names of those on the conference committee, and all those who attended. (HH)

teristics, (3) student activities and student governance, and (4) promises and problems of the technologies and realistic approaches to student appraisal. The report concludes with a list of the colleges participating, the names of those on the conference committee, and all those who attended. (HH)

ED 031 186 JC 690 194

Cohen, Arthur M. Roueche, John E.
Institutional Administrator or Educational Leader? The Junior College President.

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information; Regional Education Lab. for the Carolinas and Virginia, Rougemont, N.C.

Pub Date Jan 69

Note—55p.

Available from—American Association of Junior Colleges, 1315 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.25 HC-\$2.85

Descriptors—*Administrator Responsibility, *Administrator Role, *Junior Colleges, Leadership, *Leadership Responsibility, *Presidents

A review of pertinent materials showed American junior college presidents seldom assume the responsibilities of educational leaders, but rather merely function in the capacity of educational administrators. To further investigate this problem, a 10% random sample of 912 colleges listed in the 1968 "Junior College Directory" was selected; the sample was stratified by enrollment size and source of control. Documents, including statements of policy produced by boards of trustees, job descriptions of college presidents, and presidents' annual reports to boards, faculties, and/or students were examined. Findings indicated that at most junior colleges there was no formal definition of the president's responsibilities; there were no written statements of official board policies; presidents did not periodically report to trustees, faculty, or students; and, typically, presidents were not responsible for, or address themselves formally to, matters of educational leadership. Ten steps board of trustees can follow to develop their presidents into educational leaders were suggested: provide a job description for president; require him to relate all expenditures to student learning; seek out new people for president's position; rotate office holders; allow president to delegate authority for fiscal management; allow educational experimentation by president; let him take articulation initiative; let him upgrade his education; support institutional research; and ask the president pertinent questions. (MB)

ED 031 187 JC 690 207

A Comparative Study of Characteristics of Evening Division Students Enrolled at Los Angeles Pierce College.

Los Angeles Pierce Coll., Woodland Hills, Calif.

Pub Date 9 Jan 69

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—*Comparative Analysis, *Evening Students, *Junior Colleges, *Night Schools, Part Time Students, *Student Characteristics, Student Enrollment
Identifiers—*California

The responses of the 81% of the Fall 1968 night students completing a student-characteristics questionnaire are presented in charts and graphs, and compared with responses to similar questionnaires from previous semesters. Increases were found in the numbers of (1) full-time students taking evening classes, (2) single students, (3) students employed in sales, (4) students working less than 15 hours per week and, (5) students planning to do administrative work. Decreases were found in (1) median age of evening students, (2) number of students with children, (3) number of housewives taking classes, (4) number of professional people taking classes, (5) number of students planning to do professional work, and (6) number of students working 40 hours per week. In addition, it was found that (1) students take an average of one or two courses (3-6 units), (2) 60% of the evening students plan a 4-year degree, and (3) most students have graduated from a regular high school, taken an average of 15 units of college work, and are in good academic standing. (MC)

ED 031 188

JC 690 208

Novak, Ruth V.
The Imperial Valley College Freshman: A Demographic Study of the Full-Time Day Students Who Attended College for the First Time in the Fall Semester, 1968.

Pub Date 69

Note—106p.

EDRS Price MF-\$0.50 HC-\$5.40

Descriptors—*Cultural Environment, *Demography, *Ethnic Groups, Foreign Culture, *Junior Colleges, Questionnaires, *Student Characteristics
Identifiers—California

This comprehensive study incorporates as many characteristics as possible of 352 students in this agricultural region, an area much influenced by Mexican culture and by several other ethnic groups. The data came from student questionnaires, registration cards, and high school transcripts. With tables, discussion, and summary, the survey covers the main categories of (1) general information, (2) family characteristics, (3) economic status, (4) cultural background, and (5) education. The categories respectively include (1) birthplace, sex, age; length of residence in the valley and in which area; military, marital, and citizenship status; racial or ethnic origins; (2) parents' birthplace, citizenship, marital status, and education; place of residence, number and age of siblings; home language; parental social attitudes; (3) occupation and income of parents; hours of employment, expected earnings, and financial obligations of students; housing; contributions to family funds; transportation; sources of financial support; government assistance; (4) attendance at cultural events; travel outside the area; recreation; participation in community or school activities; church affiliation and attendance; (5) high school background (where attended, grades, reactions to); junior college (reasons for attending, selection, source of information, parental attitudes, expected satisfactions and problems); educational goals (general goals, objectives by ethnic group, majors). Eight recommendations are made. (HH)

ED 031 189

JC 690 209

Gentry, Larry Dean
A Study of Community Junior College Professional Staff Perception of Their Institutions.

Pub Date 68

Note—119p.; Ph.D. dissertation

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-15,321, MF \$3.00, Xerography \$6.20)

Document Not Available from EDRS.

Descriptors—*Administrator Role, *College Administration, College Teachers, Doctoral Theses, *Junior Colleges, *Perception, *Staff Role

This study of staff perceptions (15 institutions in 13 states) found that teachers generally (1) felt the college a stepping-stone to a senior institution, (2) saw excellent teaching as a contribution to college aims, (3) by supporting an open door policy, acknowledged the students' lower ability, (4) saw the junior college as different from university extension, (5) recognized the wide range of need and ability of the students, (6) considered terminal programs important, and (7) felt the college a community asset, giving a service otherwise unavailable. Grouping the staff by faculty/administrator, part-time/full-time, and transfer/non-transfer showed administrative perception closer to the ideal concept than faculty opinion; faculty and administrator separately showed a smaller standard deviation (SD) than when combined and compared on a part- or full-time basis; between transfer and non-transfer staff, an SD of 4.66 for faculty and 1.17 for administrators was found. The colleges were grouped by professional status (accreditation, growth, age, size), geography (regional stability, interest in participation), and scoring of perception (degree of agreement with ideal college concept, regional variances, growth adjustment). The study met its objectives: (1) identifying staff views of college nature and purpose, (2) measuring degree of consensus between faculty and administration, (3) classifying the perceptual areas of consensus, and (4) developing theoretical insights that might increase institutional effectiveness. (HH)

ED 031 190 JC 690 212

Long-Range Master Plan for Montgomery Junior College.

Montgomery Junior Coll., Rockville, Md.
Pub Date 19 Sep 68

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—*Advisory Committees, *Campus Planning, *Junior Colleges, *Master Plans, *Planning

Identifiers—Maryland

This master plan was designed to estimate future needs of the 3-campus college (according to population trends, economic development, changes in educational theory, available sites and facilities), to present the findings and recommendations at a community conference, and to develop a long-range plan with specific recommendations for action. In its exploratory work, the advisory committee was impressed by the spirit of innovation current in the nation's 2-year colleges, by their pragmatism and willingness to experiment, by their efforts to improve both teaching and learning, by their extensive community services, and by their open-door policies. The Committee's major findings and recommendations are summarized under admission policy, programs, adaptation to change, sites and facilities, various demographic and pedagogical influences, special services, a performing arts center, salary schedules, etc. Responses from the conference participants are discussed. This report may serve as a guide for other long-range planning committees. (HH)

ED 031 191 JC 690 214

Junior College District Feasibility Study for the Lewis and Clark Educational Foundation.

Southern Illinois Univ., Edwardsville. Education Div.

Pub Date Sep 66

Note—119p.

EDRS Price MF-\$0.50 HC-\$6.05

Descriptors—*College Planning, *Feasibility Studies, *Junior Colleges, *Planning, Surveys

Identifiers—*Illinois

This report is a model of an extensive feasibility study for the establishment of a 4-county junior college district. It covers all aspects of organizing and pursuing the study. From questionnaires and census data, the committees compiled demographic information on the area and on the educational needs of adults, business, and industry. The survey uses various methods for projecting enrollment figures and gives recommendations on curricula for various programs: pre-professional college-parallel, vocational-technical, adult or continuing, community service, student personnel service, and student activities. It examines administrative, supervisory, and faculty organization; considers building and site needs; outlines the financial structure; and proposes an operating budget. Charts, tables, and appendices give details on several parts of the study. (HH)

ED 031 192 JC 690 215

Berg, Ernest Herbert

Selected Factors Bearing on the Persistence and Academic Performance of Low Ability Students in Four California Junior Colleges.

Pub Date 65

Note—311p.; Ph.D. dissertation

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 65-13,417, MF \$4.15, Xerography \$4.65).

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Junior Colleges, *Low Ability Students, *Persistence, *Student Attitudes, *Student Characteristics

Identifiers—California

To study factors affecting the persistence and academic performance of low-ability students, the author defined and identified the students, chose four junior colleges for his population, and selected the relevant data. To facilitate analysis, the characteristics of the students were divided into: (1) personal and social (age; sex; scholastic ability; socioeconomic, marital, employment, and academic status) and (2) vocational and educational plans (length of attendance at college, choice of program and major, number of units attempted). Students' attitudes were examined according to their satisfaction with counseling services, with instruction, and with the college as a whole. Findings showed a low academic performance (40% with a GPA below 1.50; 66%

below 2.00) and a varying persistence rate (40% remaining through the fourth semester at one college; 17% at another). The relationships of the selected characteristics to academic performance and to persistence are presented. The author concludes that California junior colleges, especially the counselors, must change their approach and attitude if they are to provide a successful experience for low-ability students. The entire concept of educational opportunity for all must include significant and serious efforts on their behalf. (HH)

ED 031 193 JC 690 216

Giles, Louise, Ed.

Aspects of the Junior College Field: A Bibliography, 1950-1968.

American Association of Junior Colleges, Washington, D.C. Project for New Institutions.

Pub Date Mar 69

Note—81p.

EDRS Price MF-\$0.50 HC-\$4.15

Descriptors—*Bibliographies, *Junior Colleges

This is an updated version of "Selected References for New Junior College Presidents and Board Members," an unpublished document prepared in 1967 by the Subcommittee on Operational Data for Junior College Administrators of the American Association of Junior Colleges (AAJC). The introduction contains instructions for ordering ERIC documents, information on how to use the ERIC system, a list of the ERIC clearinghouses, and instructions for ordering AAJC publications. The bibliography is divided into chapters on administration, adult education, board and policies, teaching, curriculum and programs, establishing a two-year college, facilities, finance and business, foundations and associations, institutional studies, the junior college scene, library and audiovisual services, personnel (faculty and staff), community services and public relations, students and student personnel services, periodicals, directories, and bibliographies. It includes book titles from 1950 to 1968 and certain standard works. (MB)

ED 031 194 JC 690 217

Holland, John L. And Others

An Empirical Occupational Classification Derived from a Theory of Personality and Intended for Practice and Research.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No—ACT-RR-29

Pub Date Apr 69

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Junior Colleges, *Occupational Aspiration, *Occupational Choice, *Occupational Clusters, Occupations, *Vocational Counseling

This report deals with the origin, development, verification, and revision of an occupational classification. John L. Holland ("The Psychology of Vocational Choice," 1966) proposed an a priori occupational classification of six categories: realistic, intellectual, artistic, social, enterprising, and conventional. These classes were defined in terms of the six Vocational Preference Inventory (VPI) scales having the same names. Holland calculated a profile of VPI means for 4-year college students with specified occupational plans. An occupation's coded profile defined an occupation's place in the classification. In developing this revised classification, 20,313 2-year college students were added to Holland's sample of 4-year college students; data for some employed adults were also included. In contrast to Holland's classification, in which the arrangements of subgroups within a major class had no special meaning, here the major classes and subclasses were arranged according to a hexagonal model that indicated inter- and intra-class relationships. Student occupational aspirations were arranged within the model according to their psychological relatedness. The classification has potential applications for vocational guidance, industrial personnel work, and for research in education, psychology, and sociology. (MB)

ED 031 195 JC 690 218

Fusaro, Jan

Needed: New Learning Centers for Old Libraries in Minnesota's Junior Colleges.

Minnesota Univ., Minneapolis. Dept. of Audio-Visual Extension.

Pub Date Sep 68

Note—4p.

Journal Cit—Audiovisual Journal; v3 n1 Sept 1968

Document Not Available from EDRS.

Descriptors—*Audiovisual Centers, *Instructional Materials Centers, *Junior Colleges, *Libraries, *Paraprofessional School Personnel

Identifiers—Minnesota

This article presents several suggestions for changing traditional libraries into more up-to-date learning resources centers. It describes criteria established by The American Library Association and by the Division of Audiovisual Instruction of the National Education Association and points out the need for greater cooperation between the two organizations in developing a workable set of standards for both materials and services. Work on "ALA Standards for Junior College Libraries" has been suspended for inclusion of more material pertinent to the role of media centers. A great deficiency has been too little use of trained semi-professional personnel. Time and effort devoted to orienting, training, and supervising these paraprofessionals would greatly improve library service for both faculty and students. Their usefulness would be most apparent in the audiovisual area—TV, film and audio production, equipment use and repair, graphics, etc. Minnesota's junior colleges offer greater opportunity for creativeness and innovation in this area. The faculty is already receptive to the new approach, awaiting only the proper organization and adequate personnel for complete audiovisual-plus-library service. (HH)

ED 031 196 JC 690 219

Fusaro, Jan

The Library-College Concept: Toward a 21st Century Learning Center Today.

Minnesota Univ., Minneapolis. Dept. of Audio-Visual Extension.

Pub Date Jan 69

Note—3p.

Journal Cit—Audiovisual Journal; v3 n3 Jan 1969

Document Not Available from EDRS.

Descriptors—*Audiovisual Centers, *Instructional Materials Centers, *Junior Colleges, *Libraries

A "Library-College" is defined as a college that has become completely library-centered. In the modern library, all communications media—photographs, maps, films, music, paintings—are considered an extension of the book. This is shown in such new terms as Learning Resources Center, Instructional Materials Center, and Media Center, which are replacing the traditional concept of a book collection. Before a library-college can be established, (1) the learning mode must shift from classroom to carrel, (2) the library must include not only books, but also films, filmstrips, closed-circuit TV, dial access, etc., (3) the faculty must be library-minded, (4) curriculum must be democratic and leisure-oriented; the library must contain, in all formats, enough material of the world's great minds to attract competent faculty; (5) the library must try to provide a carrel for each student and see that all materials are easily accessible, and (6) the library-college must have a basic enrollment of 500 to 1000 students. In 1968, of 1193 colleges surveyed, 10% were implementing the library-college concept and 37% were planning to do so. (HH)

ED 031 197 JC 690 220

Fusaro, Jan

Additional Thoughts About the Library-College: Toward a College Without Walls.

Minnesota Univ., Minneapolis. Dept. of Audio-Visual Extension.

Pub Date May 69

Note—3p.

Journal Cit—Audiovisual Journal; v3 n5 May 1969

Document Not Available from EDRS.

Descriptors—*Audiovisual Centers, *Instructional Materials Centers, *Junior Colleges, *Libraries

The basic component of the "library-college-learning method is the idea of independent study and individualized learning. In line with the library-college method of learning and teaching, educators are becoming aware of information available from nonprint sources and from sources outside the traditional educational establishment; the community is viewed as a learning center and work-experience in the community is considered part of the educational process. As higher education moves toward a "college without walls," libraries are becoming learning centers without walls. Students will be able to tap resources outside the walls of the library by the use of nationwide computer hook-ups. In the library-college

method of learning, the curriculum accents intellectual development through independent study in the library carrel and learning through interaction with the community, thus solving the problems of the students' need for personal attention and relevance in the curriculum. The library-college is the learning mode of the future; it is the "college without walls." (MB)

ED 031 198

JC 690 222

Stanbury, Donald Edward
A Study of the Administration of Michigan Junior Colleges.

Pub Date 65

Note—140p.; Ph.D. dissertation

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 66-6172, MF \$3.00, Xerography \$7.00).

Document Not Available from EDRS.

Descriptors—*Administrative Principles, Doctoral Theses, *Junior Colleges, *Organization, Questionnaires

Identifiers—Michigan

This study sought to analyze and compare administrative organizations and operational patterns of 18 Michigan junior colleges functioning in 1964-65. The factors were examined historically; by concept and theory; by type, structure, and function; and by changing concepts and trends. A questionnaire solicited data on existing organization structures, on operational patterns, and on the relationship between the two. It also collected information on the operative factors in the structures and patterns by means of charts, lists of duties, and lists of committees and their functions. From these data, the investigator devised an organization chart to serve as a guide for reorganizing existing and establishing new junior colleges in the state. His accompanying recommendations were that (1) the Michigan Council of Community College Administrators formulate guidelines for titles and duties of administrators; (2) job specifications be set up to prevent overlapping of duties and to prevent an administrator in one area from functioning in another; (3) administrative theory be extensively applied in organizing and reorganizing administrative structures; and (4) the Michigan Association of Junior Colleges undertake a program to involve more faculty in decision-making processes. (HH)

ED 031 199

JC 690 223

Shell, Edwin Taylor
An Investigation of the Doctor of Arts Degree for the Junior College Instructor.

Pub Date May 69

Note—81p.

EDRS Price MF-\$0.50 HC-\$4.15

Descriptors—*Administrator Attitudes, *Degrees (Titles), *Doctoral Degrees, *Junior Colleges, Teacher Background, *Teacher Education, Teacher Qualifications

Identifiers—Southern Association of Colleges and Schools

This study consisted of a poll of junior college administrators, responsible for the employment of their instructional staff, to determine if they felt the Doctor of Arts degree would satisfy the academic needs of the junior college instructor. A 17-item questionnaire was mailed to 107 public tax-supported junior colleges within the Southern Association of Colleges and Schools; 83% were returned in usable form. Findings indicated that, among the administrators polled, 62% held a doctor's degree, 24% did not have three years of advanced study beyond the bachelor's degree, instructors with prior employment as either secondary teachers or college instructors were preferred for teaching traditional academic courses, there was agreement that the master's degree was necessary for junior college instructors, 85% did not require the minimum standard of advanced course work for department chairmen, 85% felt the Doctor of Arts degree would be generally accepted by the junior college instructors, 69% had a favorable opinion toward the proposed Doctor of Arts degree, 82% did not favor a research-oriented dissertation as part of the Doctor of Arts degree, and 62% favored the Doctor of Arts degree over the Ph.D. or the Ed.D. for junior college instructors. The general conclusion of the research was that administrators substantially agree on the desirability of an advanced degree designed especially for junior college instructors. (MB)

ED 031 200

JC 690 225

GT 70 Student Personnel Workshop (William Rainey Harper College, October 14-November 1, 1968).

Group 10 for the Seventies (GT 70), Chicago Heights, Ill.

Pub Date 68

Note—124p.

EDRS Price MF-\$0.50 HC-\$6.30

Descriptors—*Counseling Services, Guidance Services, *Junior Colleges, School Services, *Student Personnel Programs, *Student Personnel Services

The papers read at the Student Personnel Workshop sponsored by the GT 70 Consortium of Junior Colleges are presented. The workshop, held at William Rainey Harper College, was attended by representatives from ten junior colleges from ten states. Presentations included: Exceptional Practices in Junior College Student Personnel Programs, A President's View—Student Personnel Services in the Community College, Trends in Junior College Personnel Work, A Last Chance Talk on Student Personnel Work, Faculty Perceptions of Student Personnel Services, Student Activities in the Junior College, Counseling in a Community College, Anatomy of a Development Program, Student Militancy on the College Campus, Placement in a Junior College, Organization and Administration of Junior College Student Personnel Services, Pre-Admissions and Orientation, and Financial Aids Program in a Junior College. (MB)

ED 031 201

JC 690 227

Guidelines for the Proposal Writer; (Report of the Community College Proposal Writers' Workshop; Boston University, December 14, 1968).

Boston Univ., Mass. School of Education.

Spons Agency—Kellogg (W.K.) Foundation, Battle Creek, Mich.

Pub Date [69]

Note—61p.

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors—*Community Service Programs, *Educational Finance, *Financial Support, *Foundation Programs, *Junior Colleges

The first section of this guide is on the mechanics of writing a report or a proposal—the elements of style that make for clarity, brevity, and logical development of the subject. The second section contains advice on the specifics of proposal preparation and submission; i.e., choice of a likely source of funds, preparing the rough draft, obtaining local administrative approval, revision and typing of the material, and having it signed by an officer of the requesting agency. Among details the writer must handle are correct names and titles of personnel in both the asking and granting agencies and the funding source's specifications for number of copies, deadline, format, etc. Under usual circumstances, the proposal will contain a statement of the project's educational significance, its design, hypotheses or objectives, instrumentation, and method of data analysis. To show the feasibility of the study, the writer may describe the qualifications of the candidate for project director, and the available or needed facilities and equipment for the research. He must include an itemized budget and may suggest means of publishing the final report. The third section deals with financial sources for community service programs (regular college funds, enrollee fees, private or special funds) and the best use of each. The guide also covers the use of "The Foundation Directory" and lists selected federal legislation under which funds may be sought for community service programs. (HH)

ED 031 202

JC 690 228

Uehara, Soichi

A Study of Academic Achievements of F-1 Classified Aliens and Other Nonimmigrant Temporary Students at Kapiolani Community College.

Kapiolani Community Coll., Honolulu, Hawaii.

Pub Date May 69

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—English, *English (Second Language), *Equivalency Tests, *Foreign Students, *Junior Colleges, Language Skills

Identifiers—Hawaii

This research investigated the difference in academic performance between foreign students who enter the country with a student visa and are thereby required to take the U.S. Consulate En-

glish test, and those who originally enter with some other type of visa and subsequently change to a student visa (no test required). The study included data on the 48 foreign students who have attended or are attending Kapiolani Community College from September 1964 to the present. The students were required by the college to show English proficiency by an interview with the registrar, by taking the School and College Aptitude Test (SCAT), or by submitting a Report of Proficiency in English. The percentage of academic failures (withdrawals or dismissals from college) for the two groups of students was 16.7% and 35.0% respectively. Findings included: the degree of English proficiency was closely related to academic success; the majority of temporary visitors had their visa status changed to that of student; and the three measures of English proficiency used by the college yielded similar results. It was recommended that, if the college maintains an open door for foreign students, it must provide a sophisticated remedial English program; if a relatively closed door is to be maintained, then a better measuring device is needed to select those who will attend. In either case, some action is necessary to assure these students of academic success. (MB)

ED 031 203

JC 690 229

Capper, Michael R. Gaddy, Dale

Student Personnel Services in the Junior College. American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date Jun 69

Note—4p.

Journal Cit—Junior College Research Review, v3 n10 June 1969

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Counseling Services, *Guidance Services, *Junior Colleges, *Student Personnel Services

Documents reviewed were descriptions of the functions of student personnel programs rather than assessment of their effects. Six areas of responsibility (orientation, appraisal, counseling and guidance, activities, regulations, and services) were generally accepted, with overall program administration constituting a possible additional area. More analytical examination of effects are needed. (MC)

ED 031 204

JC 690 232

Chadbourne, James P.

Strategies for Improving Remedial English in the Community College.

Pub Date 69

Note—44p.; Seminar paper

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—*Educational Innovation, Instruction, *Instructional Innovation, *Junior Colleges, *Remedial Instruction, Remedial Programs, Teaching Methods, *Teaching Techniques

Students enrolled in college remedial English courses typically profit little from them. Improved instruction through the use of innovative teaching techniques was viewed as a possible solution to the problem. Following a review of pertinent learning theory, some examples of current innovative ideas and techniques aimed at improving instruction were presented. The topics reviewed included: the proceedings of a workshop that focused on the question of what is meant by mastery in English composition in the community college and resulted in a scoring key to collect empirical data; a rationale for the use of students as teachers; the techniques of using educational games to promote learning; an outline of six requirements to provide for individual rates of learning within the same classroom; the concept of criterion grading where the student competes with a set of objectives rather than other students; an interdisciplinary program, designed to promote interest among low-achieving students that incorporates the use of lectures, illustrated talks, films, slide presentations, panel discussions, small discussion groups, written papers, and laboratory work; and a programmed English course that provides detailed objectives to assist students in learning to write essays and documented research papers. (MB)

ED 031 205

JC 690 233

Guidelines for the Preparation of Community/Junior College Teachers.

National Faculty Association of Community and Junior Coll., Washington, D.C.

Pub Date Aug 68

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Degrees (Titles), *Doctoral Degrees, *Doctoral Programs, *Junior Colleges, *Teacher Education, *Teacher Education Curriculum

Because of the emphasis on teaching and learning at the junior college, the Ph.D. with its heavy research orientation is deemed an inappropriate terminal degree for junior college instructors. The National Faculty Association of Community and Junior Colleges (NFACJC) supports the proposal that the Doctor of Arts in College Teaching would provide more suitable preparation. This paper provides a set of guidelines for programs leading to the Candidate Degree in College Teaching (an interim degree) and to the Doctor of Arts in College Teaching. Preparation for the Candidate degree would include: a Master's degree in a subject area; 30 or more semester hours in the subject, related subjects, and/or interdisciplinary subjects; study of the history, philosophy, and function of junior colleges; special curriculum problems in the subject area; comprehensive examinations, comparable to those given to Ph.D. candidates; study in the areas of leadership problems, educational research and testing, and student characteristics; and a full-time internship in junior college teaching taken concurrently with a continuing one-semester intern seminar in junior college teaching. Further work to attain the Doctor of Arts in College Teaching would include an academic year of full-time teaching followed by participation in a post-teaching evaluation seminar, consisting of a critical evaluation of a written log and terminal report, and an oral doctoral examination by the candidate's doctoral committee. (MB)

ED 031 206

JC 690 234

Food for Thought: Discussion Draft for a Master Plan.

Chicago City College, Ill.

Pub Date May 69

Note—193p.

EDRS Price MF-\$0.75 HC-\$9.75

Descriptors—*Junior Colleges, *Master Plans Identifiers—Illinois

Articles contributed by the teachers and administrators at Chicago City College are presented in this report. Topics include: Students, Faculty, A View of General Education, Occupational Education, Collective Comprehensiveness, Innovation Plan for Crane Campus, Fiscal Resources, Governance, Administration and Organization, A Note on Community Services, A View on Decentralization, Learning Resource Centers, Physical Education, and Student Personnel Services at CCC. (MB)

ED 031 207

JC 690 235

Lunneborg, Clifford E. And Others
Prediction of Multiple Aspects to the Community College Experience.

Washington Univ., Seattle. Bureau of Testing.

Spons Agency—College Entrance Examination Board, New York, N.Y.

Report No.—UW-BT-0366-592

Pub Date Mar 69

Note—51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—*Grade Prediction, *Junior Colleges, Measurement, Prediction, *Predictive Ability (Testing), Testing
Identifiers—Washington

This research attempted to extend educational prediction for community college students by including nontraditional (nonintellective) predictors and criteria. Predictors included the Washington Pre-College (WPC) Battery, the Comparative Guidance Placement (CGP) Battery, and high school grade point averages (GPA). Criteria included students' first-year-college GPA and a community college survey relating to students' educational plans and experiences. The students came from a group of 687 who entered three Washington State community colleges in fall 1967 after completing the CGP and WPC batteries; 44% were females and the mean age was 18. First-year-college GPA's were collected for 631 students, and 354 students completed the survey. Interest measures from the CGP battery were combined with high school GPA's and aptitude

scores (WPC) to predict first-year-college GPA's and responses to the survey. Findings included: traditional aptitude and achievement measures predicted academic performance as accurately for 2-year as for 4-year college students; performance in vocational and academic courses could be predicted by the same measures; nonintellective criteria appeared to be unrelated to intellectual criteria and predictors; and nonintellective criteria could be predicted where there was an obvious link between the criteria and the predictors. The unpredictability of college experiences was attributed to the lack of appropriate predictors rather than unreliability of the items. (MB)

ED 031 208

JC 690 237

Fedrick, Robert J.

Creating Automated Information Systems for a Junior College: Implications for Top Level Administrators.

Pub Date Dec 68

Note—30p.; Seminar paper

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Administrator Responsibility, *Administrator Role, *Automation, Computers, *Information Processing, *Junior Colleges

Based on a review of the successes and failures experiences by industry in integrating computers into management information systems, the author provided some suggestions for more successful computer utilization by junior college administrators in solving increasing administrative problems. Factors related to the successful use of computers in industry and having relevance for colleges included: extensive executive involvement; a positive environment for change created by the chief executive; the application of computer systems to a broad range of problems; and an adequate staff to support the system. Factors inhibiting success in both industry and education included: duplication of existing manual systems rather than analyzing total information needs; an underestimation of computer costs by the chief executive; and a lack of awareness, and therefore a sympathy, among personnel for total organization needs. The success of computer systems at junior colleges depends upon administrators: actively participating in the creation and development of the system; realistically appraising the cost of the system, including the computer itself and supporting staff; and critically assessing the benefit in terms of expenditure. To meet these tasks there is a pressing need for college administrators to develop a stronger understanding and appreciation of computers, their costs, capabilities, and potentials. (MB)

ED 031 209

JC 690 242

Bruhns, Arthur E.

Evaluation Processes Used to Assess the Effectiveness of Vocational-Technical Programs.

Pub Date 14 Dec 68

Note—17p.; Seminar paper

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Evaluation Techniques, *Junior Colleges, *Vocational Education

Evaluation is quantitative or qualitative, the criteria determined by or given to the student. The criteria show how close he has come to the program's objectives and the ranking of individual performance. Vocational education programs susceptible to evaluation are listed and relevant evaluative techniques discussed. Graduate interviews concerning job, school, or other plans, can relate the question closely to the program. Career follow-up studies, going beyond mere placement to identifiable changes in the trainee's work life, can reveal a program's success or failure. Seven basic achievement tests (Ohio Trade and Industrial Supervisors Workshop 1958), on different trades, are simple but useful tools. Official licensing exams are less so, for they assess the student's total education, not a specific program. Industry advisory committees, properly interested in successful programs, are quick to recommend improvements. A systems approach requires breaking goals into analyzable units, to aid both definition and solution of problems. Geared specifically to student vocational needs, accreditation helps maintain program standards. Self-initiated evaluation is most pertinent to local program study. Changes in the trainee's self-image and motivation demonstrate a program's effectiveness. Evaluation criteria apply to structure, process, or product; on-going evaluation al-

lows quick adjustment of facilities/funds to any program's objectives. [Not available in hard copy because of marginal reproducibility of original.] (HH)

ED 031 210

JC 690 243

Bagnall, Joseph A.

A Contingency Plan to Thwart SDS Disturbances at Fullerton Junior College.

Pub Date 68

Note—30p.; Seminar paper

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Activism, *Demonstrations (Civil), *Junior Colleges, Student Behavior, *Student College Relationship, Student Organizations Identifiers—California

The threat of campus disruption by the Students for a Democratic Society (SDS) at Fullerton Junior College (Calif.) provided the basis for this report. An account of the attempt by the SDS to organize at Fullerton and a brief history of the movement were presented. Challenges posed by the SDS were examined along with the causes of student unrest in an effort to formulate a plan to quell student activism. The suggested plan was comprised of the following steps: isolate and discredit SDS leaders before they establish a following; alert students in advance of expected attempts to disrupt instruction; take a "hard line" with demonstrators; initiate reform in the area of faculty-student-community relationships; develop an imaginative and interesting community service program; provide a relevant curriculum; and listen to potential supporters of SDS and accede to reasonable demands. The report also included a series of documents pertinent to the problem of campus disruption. [Not available in hard copy due to marginal legibility of original document.] (MB)

ED 031 211

JC 690 244

Ravetch, Herbert

Individualization of Instruction: The Junior College Takes a Page from the Elementary-Secondary Notebook.

Pub Date 7 Dec 68

Note—27p.; Seminar paper

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Classroom Techniques, *Individual Instruction, *Individualized Instruction, Innovation, Instruction, Instructional Innovation, *Junior Colleges, Teaching Methods

This report presents a rationale for the individualization of instruction, an examination of applications of these methods in elementary and secondary schools, and some implications for individualization within junior colleges. Innovative techniques used by elementary and secondary education and junior colleges were found quite similar; the following were common to all: programmed instruction, learning centers, team teaching, and audio-tutorial techniques. Within elementary and secondary education, however, the philosophy of individually prescribed instruction is emerging, providing for each student lessons based on his own needs and talents. The technique includes: a sensitive and complete battery of diagnostic tests, placement on a learning continuum on the basis of these tests, and personal prescription of assignments according to behavioral objectives theory. The result is student growth in terms of learning and sense of individual participation and worth. Junior colleges share with elementary and secondary education the concept of the "open door" and the accompanying problem of how to provide for all who present themselves for education. The achievement spread of students at junior colleges is greater than that found at any of the preceding grades; therefore, so is the need for individually prescribed instruction. [Not available in hard copy due to marginal legibility of original document.] (MB)

ED 031 212

JC 690 245

Bock, Joleen

Improvement of Instruction in Junior College Through Utilization of Auxiliary Personnel.

Pub Date Dec 68

Note—15p.; Seminar paper

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Innovation, *Junior Colleges, *Paraprofessional School Personnel, *Teacher Aides

Federal funding has made available to the schools much material and equipment, but has not provided the additional manpower to make use of it. (An exception is the Vocational Education Act, which provides some personnel funding.) The need for auxiliary technical and teaching personnel is also evident in the teacher's burden of routine work. Depending on background and ability, the aide could take over housekeeping, clerical, data processing, and mechanical chores, operate audiovisual equipment and produce its materials, and even have some interaction with students, as in testing and interviewing. It appears that the use of auxiliary personnel could improve both instruction and research in the junior college. The benefits cannot be accurately predicted—the aides must be appropriately trained and their use evaluated. Their employment would be worth considering as an innovation in itself, and would give the teacher time to be innovative in other areas, to redesign curricula, and generally to pursue academic excellence. [Not available in hard copy due to marginal legibility of original document.] (HH)

ED 031 213 JC 690 246

Jensen, Mary E.

The Role of the Administrator in Facilitating Innovation in Community Colleges.

Pub Date 7 Dec 68

Note—30p.; Seminar paper

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Administrator Role, *Educational Innovation, *Innovation, *Junior Colleges, *Leadership

Administrators recognize the conflict between their leadership role, which encourages change, and their administrative role, which thrives on stability. To determine how an administrator could best foster an atmosphere conducive to innovation, the author reviewed the literature and interviewed selected community college administrators. From the data, these guidelines were formulated. The administrator must (1) plan for change, (2) stimulate faculty into taking initiative, (3) involve faculty in planning and implementing innovation, (4) grant released time, (5) provide funds, (6) emphasize evaluation of new projects, (7) provide supportive equipment and personnel, (8) continue to support instructors even if their new ideas fail, (9) require faculty to plan their projects and to submit progress reports, (10) foster an innovative climate in the college, and (11) see how the organizational structure influences the innovative spirit. Each college must plan, develop, implement, and evaluate its own innovative practices; for mutual stimulation, it should also work with other colleges where possible. The success of any innovation will be measured by the student's learning achievement and by his subsequent success in college and career. (HH)

ED 031 214 JC 690 248

Anders, Don F.

Proposed Junior College Administrative Action and Reaction to the Student Activist.

Pub Date 14 Dec 68

Note—21p.; Seminar paper

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Activism, *Administrative Policy, *Administrator Responsibility, Demonstrations (Civil), *Junior Colleges, Political Power, Violence

This study examined student activists and their characteristics, demands, and goals. Student politics no longer retain only their traditional liberalism, but include many philosophies—idealism, revolution, conservatism, reaction, etc. Four traits shared by the activists were a desire to master frustration rather than conform, a will to change society, a tendency to introspection, and a willingness to risk future success for immediate ideals. The author relates the history and goals of several of the more radical groups, their activities on the campus, and their nationwide impact. As they extend their influence from the university to the junior college, administrators must prepare for them by understanding the reasons for their demands and adopting policies to prevent violence. Clear grievance procedures and recognition of due process would head off most disruption. Of possible reactions by a governing board—confrontation, confusion, and confidence—only the last could treat the problem with reason and judgment, being open-minded to honest dissen-

sion and condemning anarchy. The author concluded that administration must (1) learn more about the student's academic and private life, (2) appreciate non-cognitive and non-verbal behavior, (3) drop its authority in loco parentis, (4) cultivate trust in the student, and (5) grant him more say in planning his educational future. (HH)

ED 031 215 JC 690 250

Hernandez, John Paul

Student to Student: How California Junior College Students Help Their Fellow Disadvantaged College Students.

Pub Date 68

Note—37p.; Seminar paper

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—*Disadvantaged Groups, *Disadvantaged Youth, *Junior Colleges, Minority Groups, Special Programs, *Student Participation, *Student Projects, Students

Identifiers—California

This report presented a survey of junior college programs that use students to recruit, retain, and follow up disadvantaged students. Programs using students to recruit the disadvantaged at the elementary and junior high school, high school, and community levels were reviewed. Student-to-student programs in the area of retention included the following: recruitment/retention (programs which not only recruit but also retain by providing work in basic skills), tutoring, counseling, financial aids, curriculum advising, and extracurricular activities. Follow-up programs focused on job placement or dropouts. In establishing student-to-student programs, the following questions should be considered: what types of student should be encouraged to participate; should the programs be organized by the administration, faculty, or students; should participation in the tutoring and counseling programs be on a paid or voluntary basis; and should students be included on advisory committees or merely participate in student-to-student situations. Other factors deserving consideration include: (1) some programs, especially extracurricular activities, must be conducted subtly to be effective; and (2) programs to assist disadvantaged students heighten the awareness of these students of their problems and the college's commitment to help them. If these programs are not successful the reverse of the desired ends may result. (MB)

ED 031 216 JC 690 252

Lien, David A.

The Role of the Administrator of Vocational Education in the Single College Junior College District.

Pub Date 7 Dec 68

Note—27p.; Seminar paper

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Administrative Personnel, *Administrator Responsibility, *Administrator Role, *Junior Colleges, *Vocational Directors

The purpose of this paper was to define the role of the administrator of vocational education in the single-college junior college district. Comparisons were made among the definitions provided in the pertinent literature, the job descriptions given by several colleges, and the interpretation of their role as seen by a sample of vocational administrators. While agreement was found between the literature and the job descriptions (probably as a result of the latter evolving from the former), neither reflected accurately what vocational administrators were actually doing. It was concluded that the problem of finding a clear definition of the role of the administrator of vocational education is still unsolved. [Not available in hard copy due to marginal legibility of original document.] (MB)

ED 031 217 JC 690 255

Kelley, William G.

Private Finances for Public Junior Colleges: Introductory Ideas.

Pub Date 68

Note—42p.; Seminar paper

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—*Educational Finance, *Financial Support, *Foundation Programs, *Junior Colleges

This examination of non-tax-support for junior colleges disclosed that few of them are taking full advantage of available private, corporate, or foundation funds. As foundations appear to be

the most likely contributors, the author has presented suggestions for preparing the request for funds. Among items on the preparation checklist, the asking agency is reminded to (1) keep in mind that a challenging program is usually more attractive than a crisis case; (2) do thorough research on the foundation's interests, purpose, and way of operating; (3) be sure of the names and titles of the officers; (4) find out what form the preparation should take, whether preferred or mandatory; (5) describe the project completely (current state, foreseeable development, value of expected results); (6) list present assets (funds, facilities, equipment, staff), specify additional needs, and prepare an itemized budget for their use; (7) include the qualifications of the senior staff; (8) do not submit the same proposal to another foundation until the first has made a decision. Other factors, alternatives, and cautions, as well as case histories, are given. (HH)

ED 031 218 JC 690 256

Partridge, Patrick V.

A Workshop for New Deans of Instruction with Little Background in the Junior College: An Analysis.

Pub Date 68

Note—38p.; Seminar paper

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Administrative Personnel, *Administrator Responsibility, *Administrator Role, College Administration, *College Deans, *Junior Colleges

The objectives of this study were to: (1) explore the need for a workshop to clarify the role of the junior college dean of instruction, particularly for new deans with little or no prior junior college administrative experience; and (2) if such a workshop were needed, determine what content, methods and procedures, and prepared materials would be most beneficial. During the summer of 1968, letters requesting information relevant to the objectives stated above were sent to the chief administrators of 624 colleges having enrollments of at least 500 full-time students and to 52 officials representing state junior college agencies and associations. Responses indicated a workshop for new deans of instruction would be desirable. Suggestions relating to the content of the workshop included: an assessment of the problem of improving instruction; the need for more adequate guidelines to coordinate instructional programs and promote learning; workshop sessions should not take a "nuts and bolts" approach; lectures and visits to college facilities were not considered particularly functional; a combination of structured discussion, case, and in-basket items should be planned; and participants should provide in-basket items that reflect critical problems at their institution. Recommendations regarding the optimal time and length of the workshop as well as the inclusion of wives in the workshop were also solicited and received. (MB)

ED 031 219 JC 690 258

Hahn, Thomas C.

The Local Governing Board: Asset or Liability?

Pub Date Dec 68

Note—21p.; Seminar paper

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Boards of Education, *Governing Boards, *Junior Colleges

Current lay board membership was found to come from business owner/manager (35%), professional/technical (27%), and seven other occupational groups. Nearly half were college graduates. Membership qualifications were discussed. A poll of administrators showed that 98% preferred popular election for choosing members. Board responsibilities included planning and policy making, policy enforcement, and evaluation of the policies in relation to the system's goals. Individual members had to know education laws or where to find them and were not to make binding decisions outside the board. Among the favorable opinions were that lay boards are representative and responsive, are outside party politics and the spoils system, provide program continuity and management economy, and operate openly and responsibly. Principal objections were that they are involved only part-time and are subject to pressure from special-interest groups. Recommendations for improving their composition and function included (1) higher qualification for membership, (2) broader membership, (3) outside advisors and other informa-

tion resources for the board, (4) closer communication with professional educators, (5) more contact with state and federal lawmakers and professional groups, and (6) more community support, service, and funds to offset members' part-time operation and permit them to enlarge their activities beyond regular board meetings. (HH)

ED 031 220 JC 690 260
Hayes, Glenn E.

Work Experience Education Programs—Innovations in the Junior College Curricula.

Pub Date 22 Feb 69

Note—40p.; Seminar paper

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Activity Learning, *Cooperative Education, Employment Experience, *Job Training, *Junior Colleges, Programs, *Work Experience, *Work Experience Programs Identifiers—California

Cooperative work experience programs were examined in terms of their scope and success in meeting student and community needs. Teacher-coordinators, administrators, and students participating in work programs at eight colleges offering work programs were interviewed. Students from industrial technology classes at a 4-year college were surveyed to determine the relationship between participation in these programs and performance in upper division courses. Among the findings of those interviews were: five of the eight colleges felt their advisory committees were effective; five out of eight students in these programs felt the work experience helped them more than regular classes; students felt the work could be more effectively planned; and work experience (not necessarily through junior college programs) was positively related to academic achievement at the 4-year college. It was concluded that these programs provide a great service to the community and there is a trend among junior colleges to continue and expand them. Recommendations included: only work stations relevant to student objectives should be selected; advisory committees should be encouraged to participate more actively; counselors should prevent students from entering programs without interest in the occupation; and coordinators of college programs should obtain feedback from high school programs. Suggestions for further research are included. (MB)

ED 031 221 JC 690 261
Jensen, Mary E.

The Preparation of Faculty for the Implementation of Innovations in Curriculum and Instruction: Guidelines for Orientation and In-Service Education Programs.

Pub Date Mar 69

Note—37p.; Seminar paper

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—*Innovation, *Inservice Teacher Education, *Instructional Innovation, *Junior Colleges, *Teacher Orientation

Growth of colleges, varying faculty experience, and program and student body diversity have accentuated the need for sound faculty orientation and in-service programs, especially where innovation, development, and use of new instructional media are stressed. After interviewing 11 faculty members at three colleges, the author has prepared 23 guidelines, for single or combined use. They are: find out the college's views on in-service training and innovation; determine the needs and experience of the faculty; set up clear communication channels; budget for in-service training, orientation, innovation; select responsible administrative officers; develop goals and objectives for all programs; prepare to evaluate them; design data-gathering tools; note the process of change in committee and faculty sessions; plan orientation and in-service programs far ahead of fall term; be sure they are comprehensive; use any new media (hard- and software) in demonstrations to the faculty; provide reference materials; allow for informal discussion breaks and for individual and group sessions in the schedule; spread the gospel of change and innovation; include outside authorities and consultants in the sessions; allow for release of "gripes" in intensive sessions; seek out the innovators in present staff and when hiring new members; give incentives to innovators (released time, professional meeting time, praise); provide technical, clerical, and research support; establish reciprocity of commitment. (HH)

ED 031 222 JC 690 262

Cohen, Arthur M. Braver, Florence B.

Measuring Faculty Performance.

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date 69

Note—90p.

Available from—American Association of Junior Colleges, 1315 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.50 HC-\$4.60

Descriptors—*Effective Teaching, Evaluation, *Evaluation Criteria, Instruction, *Junior Colleges, *Performance Criteria, Personnel Evaluation, *Teacher Evaluation, Teachers

This report focuses on the techniques, objectives, and problems associated with teacher and teaching evaluation. The first section of this 2-part monograph was devoted to the discussion and appraisal of methods currently employed. Topics considered included: a review of the standard techniques of supervisor, colleague, student, and self evaluation; a discussion of the problems inherent in these methods such as rater bias, ambiguity of purpose, and lack of definite criteria; an overview of research attempting to relate teacher personality with teacher effectiveness; and an outline of a program incorporated into the junior college teacher preparation program at UCLA that aimed at predicting the success of new teachers by the use of various personality dimensions. A case for changing the purposes, methods, and criteria of faculty assessment was presented in part two. It was suggested that faculty evaluation, as a tool to improve instruction, must relate to instruction as a discipline with the focus placed on the effects of instruction, an approach that may result in the development of team teaching techniques and evaluation among instructors on the basis of teaching effectiveness alone. The problems in specifying criteria for assessing teacher effectiveness, a rational for using student achievement of learning objectives as the main criteria of teacher effect, suggested designs for assessing instructors, and a scheme for supervising instruction were presented. (MB)

ED 031 223 JC 690 263

Gaddy, Dale

Planning Junior College Facilities.

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date May 69

Note—4p.

Journal Cit—Junior College Research Review; v3 n9 May 1969

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Architects, *Building Design, *Campus Planning, *Facilities, *Junior Colleges

To provide suitable future facilities, junior college personnel and architects need to increase research efforts to assess use, site selection and development, the kind and number of facilities needed for the average college, evaluation of existing facilities, plant management and maintenance, and ways of incorporating innovative educational techniques into the facilities. This review assembles publications on various aspects of facility planning. Although few of them are truly research documents, they describe the planning process used by architects and educators. There is a trend toward simplicity in the design of buildings, although variety in the types of buildings has increased. If the number of colleges grows as prophesied, architects and administrators will have to work more wisely and effectively throughout the planning and building phase. (HH)

ED 031 224 JC 690 264

Roth, Audrey J.

Report of a Study Project on Paraprofessionals in Junior College English Departments, (Including a Proposal for Use of Paraprofessionals and Recommendations for Its Implementation).

Pub Date 12 Jun 69

Note—25p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Junior Colleges, *Nonprofessional Personnel, *Paraprofessional School Personnel, *Teacher Aides, *Teaching Assistants

Higher junior college enrollments present problems for English teachers. Not only is it required for most students, but there are few, if any, automated aids for composition instruction or theme grading. This scarcity can be met most logically by use of paraprofessional aides, able to do more than handle materials, machinery, or clerical work. They could arrange field trips and small-group projects, tutor individuals, and (as lay readers) grade themes and confer with teacher and student about them. Students who teach and help other students generally improve their own school work. Such aides, perhaps degree holders or junior college graduates, can perform extended duties, e.g., counseling, even more important in college than in high school. The author offers a program for developing these aides. English departments should: recruit them from the total community (even eliminating the obstacle of certification); capitalize on the energy released by relating learning to teaching; encourage the self-scrutiny induced by helping others; urge the aide to work into the professional rank; appreciate the special relationship between student and aide; provide such opportunities as in-service training for the aide's career advancement; adjust professional roles as the aide's responsibilities increase; use the teacher's creative time thus released; recognize the creative student energy released by the new program. [Not available in hard copy because of marginal legibility of original.] (HH)

ED 031 225 JC 690 265

Paulson, Bruce L.

The Development of a Plan for Evaluating an Orientation to College Course.

Pub Date Jun 69

Note—32p.; Seminar paper

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Course Evaluation, *Course Objectives, *Curriculum Development, Evaluation, *Evaluation Methods, *Junior Colleges Identifiers—California

A plan to evaluate a college-orientation course required of new freshmen at Mt. San Antonio College was developed. It was designed to help students adjust to college, evaluate their interests and abilities, determine realistic vocational goals, and develop effective educational plans. Opportunities for close personal relationships between students and counselors were also provided. Pertinent literature indicated that evaluation, to be meaningful, must be integrated into the development of the course. Requisites for evaluation included: stating course objectives in terms of specific student behavior; evaluation of objectives in terms of student relevance; and determining measurable behavioral changes students would exhibit. Since, because of its loose structure, a rigorous evaluation plan could not be applied to this course, the new plan allowed for course revision as well as evaluation. The plan was comprised of the following developmental stages: stimulate staff to take action by preparing pertinent curriculum data; formulate specific behavioral objectives; establish a way to account for specific behavior of students; delineate teaching techniques that provide motivation, outlining goals, organizing instruction, and grading assignments against an established criterion; develop a pre- and post-test instrument tied to the objectives; and design a student evaluation tool. [Not available in hard copy because of marginal legibility of original.] (MB)

ED 031 226 JC 690 266

Connolly, John J.

Viewing Faculty Orientation as a Socialization Process.

Pub Date [69]

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Faculty, *Junior Colleges, *Orientation, *Socialization

Faculty orientation usually provides only information on the college's programs; even this modest goal is rarely met. The author looks at orientation as a process of socialization—acquiring attitudes, values, skills, and appropriate social behavior. Besides department and course objectives, college and instructional goals, student characteristics, administrative procedures, etc., the new faculty member wants to know the norms assigned to his role and expected by his group in this subsystem of higher education. A faculty recruited from so many backgrounds tests

the college's ability to correct deficiencies or to delete or change values contrary to its image. To do this, the college must make its norms known, provide both rationale and motive for any change, and confine its concern to students, college, and community. Values are ranked as: primary—those the college must impress on new members; secondary, not shared by all the staff, perhaps even contentious; tertiary, possibly antithetical, certainly without general support. Factors shaping these values are: group interaction, a ranking member of the system, continual reinforcement and support of the value, encouragement rather than mandate, exposure of both sides of the issue, arousal and satisfaction of a need, points of agreement rather than difference, and credibility of information source (whether peer group or superior). Essential to success of the process, of course, is cooperation of incumbent faculty. (HH)

ED 031 227 JC 690 267

Johnson, E. Lamar, Ed.

The Junior College President: A Report of a Conference (Los Angeles, July 15-17, 1968).

California Univ., Los Angeles. Junior Coll. Leadership Program.

Report No—UCLA-JCLP-OR-13

Pub Date May 69

Note—127p.

Available from—UCLA Students' Store, 308 Westwood Plaza, Los Angeles, California 90024 (\$2.00)

EDRS Price MF-\$0.50 HC-\$6.45

Descriptors—*Administrator Responsibility, *Administrator Role, Conferences, *Junior Colleges, *Presidents

This report includes selected papers given at the twelfth national junior college conference, which was sponsored by the UCLA Junior College Leadership Program, the American Association of Junior Colleges, California Junior College Association, ERIC Clearinghouse for Junior Colleges, and the University of California Office of Relations with Schools. It was held July 1968 at Los Angeles. The titles of these major papers were: "The Junior College President: Who and Where From"; "The Junior College President: Role and Responsibilities"; "Selecting and Securing a Junior College President"; "The Junior College President and the Faculty"; "The Junior College President, the Curriculum, and Instruction"; "The Faculty and the Junior College President"; "The Junior College President and the Student"; "The Junior College President and Student Personnel Services"; "The Student and the Junior College President"; "The Junior College President and Finances"; "The President, the Community, and Community Services"; "The President and Institutional Research"; "Mrs. President: Role and Responsibilities." (HH)

ED 031 228 JC 690 269

Donadio, Blase

The Role of the Junior College in Computer Systems Training for Business Data Processing.

Pub Date 69

Note—223p.; Ed.D. dissertation

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—*Computer Science Education, *Doctoral Theses, *Electronic Data Processing, *Junior Colleges, *Programs, Q Sort, Questionnaires, *Skilled Occupations

Identifiers—California

To assess the junior college role in electronic data processing (EDP) programs, under current training conditions in computer-related jobs, this study examined (1) job classifications in business data processing, the importance of math, accounting, and statistics to the job, the educational level of EDP employees, and the ideal programmer; (2) EDP programs available in junior colleges (to describe a model program and a selected EDP class; and (3) related high school and 4-year college programs. From organizations using EDP, the author chose 12 representative fields of activity (and items for the Q sort to go with his questionnaire). He collected data on 46 firms, 56 supervisors, and 65 programmers, and more data (from other agencies) on employment in EDP and on high school and junior college programs. Of 25 revised questionnaires sent to selected colleges, 21 were returned. Analysis of all data showed a shortage of trained people in computer related jobs. Of one firm's 340 em-

ployees, only 30% were professionals (systems analysts and programmers). Of the latter, 40% had under four years of college; of the operators, 68% had less than two years. The cost of establishing an EDP program, for a college of 1000 students, did not seem prohibitive. The programs surveyed appeared adequate for both programmers and operators. More cooperation between colleges and industry may widen the base for recruitment of trainees and lead to an A.A. degree in computer programming. (HH)

ED 031 229 JC 690 270

Morrison, James Louis

The Relationship of Socialization Experience, Role Orientation, and the Acceptance of the Comprehensive Community Junior College Concept by Public Junior College Faculty.

Pub Date Jun 69

Note—225p.; Ph.D. dissertation

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—*Doctoral Theses, *Faculty, *Junior Colleges, Orientation, *Role Perception, *Socialization, *Teacher Attitudes

Identifiers—Florida

This study sought (1) to explain variations in (a) faculty acceptance of the junior college role and (b) the degree of faculty consideration for their students and (2) to see if those who accept the junior college concept also show a higher degree of consideration for students. It was hypothesized that faculty members acquired their attitudes to cultural institutions and their role in them through social experience and, further, that those responsive on the cultural level would be equally so on the social level, and that this attitude would encourage acceptance of the junior college concept and interest in students on both levels. Of 1260 questionnaires sent to the faculty of nine Florida junior colleges, 727 (57.7%) were answered. Unidimensional scales were developed for acceptance and role orientation by factor analysis. Social experience was determined by 26 items (e.g., how many education courses, perception of administrator and colleague roles, etc.). Multiple and partial correlation analyses supported the hypotheses. Specifically, it was found that graduate and in-service training cultivates the attitude of junior college response to all student needs, both personally and academically; collective faculty attitude influences the individual to accept the college concept and concern for students; the individual accepts these views if they fit his perceived role in a stratum he hopes to join; the greater his belief in the college role, the greater, as a rule, his concern for his students. (HH)

ED 031 230 JC 690 271

Machetanz, Frederick Allen

A Study of Student-Faculty Interaction in the Junior College.

Pub Date 69

Note—150p.; Ed.D. dissertation

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—*Doctoral Theses, *Interaction, *Junior Colleges, *Student Characteristics, *Student Teacher Relationship

Identifiers—*California

This student-faculty interaction study of 21 Southern California junior colleges (1) defined the interaction operationally, (2) gathered normative data, and (3) tried to determine correlates of this interaction. It also tried to validate four forms of student-faculty interaction schedule. Questionnaires were sent to a random 10% sample of selected English classes and a random 20% sample of certain instructors. Data came back on 5400 students and 546 teachers. Of the students, the median age was 19; 57% were male; 15% were married; 13% of the men were 1A and 50% were 2S on the draft; 76% planned to transfer while 13% were undecided; 65% worked; and the average had a 2.4 GPA, carried 13 units, and lived eight miles from campus. The average faculty member thought 43% of his efforts should be devoted to transfers. Eighty per cent of them had a Master's degree, 9% a doctorate; 25% were doing graduate work, and 50% had a supplemental job. Interdepartmental differences were found on the importance of faculty advising on programs, sponsoring and participating in co-curricular activities, and being available to help with

homework. Student ratings differed significantly on best and worst instructors on scales measuring certain Rogerian constructs. Instructor statements on this interaction are summarized. The study concluded that any increase in interaction would have to be initiated by the instructor and suggested ways to increase psychological interaction with the students. (Author/HH)

ED 031 231 JC 690 272

Ludwig, Louise Gold, Ben K.

The Developmental Studies and Tutorial Programs: A Progress Report.

Los Angeles City Coll., Calif.

Report No—LACC-RS-69-5

Pub Date Apr 69

Note—39p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Developmental Programs, *Evaluation, *Junior Colleges, *Remedial Programs, *Tutorial Programs

Identifiers—California

The developmental program at Los Angeles City College, designed six years ago for those with low likelihood of success, has been regularly up-dated as needed. For the past two years, counselor assistants and student tutors have helped the regular faculty. In 1968, student tutors were assigned to help students, both regular and developmental, in English, math, and life sciences. The director of research, asked to evaluate both programs to see if tutoring should replace remediation, made it a joint effort with a psychology instructor, who had been asked to assess the tutoring program. Questionnaires were sent to students, student tutors, and instructors in the remedial program, and to students tutored in regular English classes. Despite rather sketchy data, these conclusions seemed warranted: students, student tutors, and instructors all felt the developmental program was helpful and should be kept; the tutoring program cannot be evaluated at present, but the tutored students felt benefited; GPAs tend to drop in the first semester but to increase in the second semester after development work. Recommendations included: continuation of tutoring in both remedial and regular programs; further evaluation of tutoring in the regular courses; retention of developmental studies, with four changes in admission procedures; initiation of small-group discussions in the remedial program to aid self-development. (Not available in hard copy because of marginal legibility of original.) (HH)

ED 031 232 JC 690 273

Benson, Frank T. And Others

The General College Five-to-Ten-Year Follow-Up Study.

Minnesota Univ., Minneapolis. General College.

Pub Date 69

Note—21p.

Journal Cit—The General College Studies; v5 n2

1968-69

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Evaluation, *Followup Studies,

*Junior Colleges, *Student Characteristics

Identifiers—*Minnesota

This study was designed in 1958 to gather two kinds of data: vocational, personal, and educational experiences of 300 freshmen (220 men; 80 women); and their evaluation of the effects of college on their lives. Overall results are given here; other results will appear later. By 1960, the many observations included: 54% valued their courses most highly; 35% valued their counseling; 4% found no experience outstanding; most looked back with favor. In 1966, other points were noted: 61% said college had and 36% said it had not helped them reach their goal; 34% said they would change course if they started again; 66% said they would not change. Of the dropouts, 42% said they had felt uncertain of or dissatisfied with their progress. The report discusses many other points, such as persistence, academic achievement, degrees taken, careers pursued, average income, attitude change or otherwise. Most of the men saw college as an essential step to a vocation, status, and income; the women were less ambitious. Although many of the men had changed their career objectives, 72% were satisfied with their current jobs. The principal conclusion was that instruction and counseling, though good, must become even better. This includes stimulating student motivation, constant evaluation and revision of courses,

and continued feedback from current and former students. (HH)

ED 031 233 JC 690 274

Wiegman, Robert R.
General Education in Occupational Education
Programs Offered by Junior Colleges.
American Association of Junior Colleges,
Washington, D.C.

Pub Date 69

Note—25p.

Available from—American Association of Junior Colleges, 1315 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Educational Innovation, *General Education, Higher Education, Innovation, *Instructional Innovation, *Junior Colleges, *Vocational Education

This report, directed toward junior college board members, presidents, deans, department heads, and teachers, as well as legislators, attempts to stimulate thought and action to improve general education in occupational programs offered by junior colleges. Following a review of the unsatisfactory status of present curricula, a rationale and proposal for providing more adequately for students' total needs were presented. Desired changes within general education offerings include opportunities for students to become acquainted with the requirements of their future employers; to participate in on-the-job training programs; to develop cognitive skill, attitudes, and self-concept during in- and out-of-classroom activities; to become acquainted with aesthetic, literary, and intellectual areas; and to develop community awareness. In addition to the evaluation and modification of course offerings to insure up-to-date, relevant curricula, other aspects of the total college environment that require attention and change include: the physical plant, the nonclassroom environment, the attitudes and procedures of the counseling, teaching, and service personnel, and classroom structures. Desirable outcomes that may result from these innovations were discussed. (MB)

ED 031 234 JC 690 275

Policies and Procedures Manual, 1968-1969.

Tarrant County Junior Coll. District, Ft. Worth, Tex.

Pub Date 68

Note—95p.

EDRS Price MF-\$0.50 HC-\$4.85

Descriptors—Administrative Policy, *Educational Policy, *Junior Colleges, *Policy, Staff Orientation, Teacher Orientation

This policies and procedures manual was designed to orient faculty and staff members to the organization and operation of Tarrant County Junior College District. The manual, which provides well defined lines of authority and areas of responsibility, covers topics such as: the organization and services of the various offices concerned with administration, library services, research and development, instruction, student services, admissions and records, and personnel; and the policies and procedures of a wide variety of topics including the college catalog, budget requests, tenure and academic freedom, student discipline, field trips, and academic advising. (MB)

ED 031 235 JC 690 276

Platt, Robert M.

The Final Report on the Tarrant County Junior College Phase of the Social Science Demonstration Project Sponsored by the American Association of Junior Colleges.

Tarrant County Junior Coll. District, Ft. Worth, Tex.

Pub Date 1 Jun 69

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—Educational Methods, *Field Experience Programs, *Instructional Innovation, *Junior Colleges, Projects, *Project Training Methods, Research Projects, *Student Projects

Identifiers—Texas
An account of Tarrant County Junior College's participation in the American Association of Junior Colleges' Social Science Demonstration Project was presented. The purpose of the project was to involve introductory sociology students in the use of the community as a laboratory to enliven the teaching-learning experience and develop in students a keener appreciation for both the subject matter and the methodology of

the behavioral sciences. Each of the 76 participating students was assigned five addresses within an integrated, middle-class community. The interview questionnaire that they administered consisted of personal background items and attitudinal items that related to the topics of race relation, civil rights in general, civil rights leaders or movements, and civil rights legislation. In advance of the interviews, a letter was sent to the residents of the selected addresses informing them of the project. Evaluation of the project indicated that the project was worthwhile for the students; in addition to enjoying the interviews, they found the experience of participating in an actual social research project enlightening and rewarding. It was concluded that the project was a useful teaching instrument and served to enhance the introductory sociology course. (MB)

ED 031 236 JC 690 277

Brainard, Stephen R.

Personality Characteristics of Leaders Identifying with Different Student Subcultures.

Pub Date [69]

Note—13p.; NDEA Institute paper

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Junior Colleges, Leadership, Personality, *Personality Assessment, Personality Studies, Research, *Student Leadership, *Student Subcultures

Identifiers—Missouri

This study was conducted to discover differences in personality characteristics among student leaders. The personality characteristics of presidents of campus organizations affiliated with one of four distinguishable student subcultures, identified by previous research as vocational, academic, collegiate, and nonconformist, were measured by the Stern Activities Index. The index contains items to measure 12 factors of personality: self-assertion, audacity-timidty, intellectual interests, motivation, applied interests, orderliness, closeness, submissiveness, sensuousness, friendliness, expressiveness-constraint, and egotism-diffidence. Student leaders of the nonconformist subculture groups were omitted from the analysis because of the low frequency of response. Comparisons among the remaining groups were made for each of the factor means by the use of "t" tests. The significant differences found among the leaders were: (1) collegiate leaders scored higher on closeness and friendliness than the vocational or academic leaders; (2) on expressiveness-restraint, collegiate leaders scored higher than vocational leaders; (3) vocational leaders scored higher on applied interest than academic leaders; and, (4) academic leaders scored higher on motivation than collegiate leaders. It was concluded that the results of the research support the theory that student leaders possess different personality characteristics, depending on their particular reference group. (MB)

ED 031 237 JC 690 278

Donato, Donald J.

A Comparison of Admission Officer, Faculty, and Student Perceptions of Their College Environment.

Pub Date [69]

Note—12p.; NDEA Institute paper

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*College Environment, College Faculty, College Students, *Counselors, *Junior Colleges, *Perception, *Secondary School Students

Identifiers—Missouri

Various studies have shown that high school students have unrealistic expectations and poor perceptions of college. Whether caused by inaccurate counseling or by poor self-descriptions from the college, these cause student dissatisfaction or failure. This study, to see if admission officers' perceptions of campus climate as presented to the school counselor accurately represent the college environment, asked if (1) differences existed between the college press as seen by students and faculty and as presented to high school counselors by admission officers and (2) differences perceived by admission officers are intellectual or non-intellectual. From a 2-year and a 4-year college, 43 students, 39 faculty, and 10 admission officers were randomly selected. They were tested by the College Characteristic Index of Stern and Pace on items of policy, impression, procedure, attitude, and activity. The perception of college environment by the officers

differed greatly from that of students and faculty, on both non-intellectual and intellectual items. The admission officer, tending to stress the college's positive attributes, may be partly responsible for the misconceptions held by counselors and high school seniors. A repeat of this study by officers on their own campuses could lessen the misunderstanding and increase the accuracy of their presentation. Future studies could examine the officer's personality, academic training, length of service, and whether campus experience narrows perceptual differences. (HH)

ED 031 238 JC 690 279

A Selected Bibliography on Library Development and Management for Junior College Libraries and Administrators.

Association of Coll. and Research Libraries, Chicago, Ill. Junior Coll. Libraries Section.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date 1 Jul 68

Note—45p.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—*Bibliographies, *College Libraries, *Junior Colleges, Libraries, *Library Planning

This bibliography was designed to assist librarians and junior college administrators in the establishment of new junior college libraries and in the improvement of library facilities, resources, procedures, and services in existing institutions. The materials have been selected for colleges with projected enrollments of 1,000 students and collections of at least 20,000 volumes. The bibliography is composed of selected references to books, periodicals, reports, and theses published from 1955 through 1967, relevant to many aspects of junior college library operation. The bibliography contains materials on the following topics: the junior college, junior college libraries (general information, aims, purposes, etc.), administration, audiovisual materials and services, automation, book collection (selection and acquisition), buildings, cataloging and classification, circulation systems, instruction and use, periodicals, documents, serials, pamphlets, reference services, and standards. (Author/MB)

ED 031 239 JC 690 280

Moore, Richard S.

An Instructional Scheme to Involve the Junior College Staff and Students with the Community.

Pub Date 69

Note—38p.; Seminar paper

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—*Adult Education, *Adult Education Programs, *Community Development, *Community Education, Community Involvement, Community Programs, Education, *Junior Colleges

This report examined the role of the community college in personal and community development through adult education. Legislation, resulting from current social dissatisfaction, calls for publicizing postsecondary, real-world education. Teachers and students can fill this need by educating the public on the value and nature of offerings at community colleges. Two research designs were presented. The first, for developing a public relations program using college staff, students, curriculum, and facilities, proposed that the college establish local instructional TV and radio networks that include both broadcasting stations and learning centers to draw the college and community closer together and educate the public in the skills of community development. The faculty and students of the education, political science, and work experience departments would coordinate the effort although the total college and curriculum would be involved. An 8-step plan to implement the program, with responsibilities and objectives outlined for each step, was provided. The second research design presented a way to analyze public knowledge, attitudes, and interests regarding adult education and training via a survey questionnaire, with sample included. The survey would help to publicize adult education to appropriate groups and the findings would guide the design or revision of course offerings. (MB)

ED 031 240 JC 690 281

MacMillan, Thomas F.

NORCAL Project: Phase I. Final Report.

Pub Date [69]

Note—127p.

EDRS Price MF-\$0.50 HC-\$6.45

Descriptors—*Junior Colleges, *Persistence, *Prediction, Questionnaires, *Withdrawal
Identifiers—California

Phase I of Northern California Cooperative Research Project on Student Withdrawals (NORCAL) examined withdrawal and continuing students in 23 colleges, evaluated the data, predicted potential withdrawals, and summarized findings. A questionnaire was used to help develop a model to predict attrition within the first term of enrollment. The junior college student has been shown to be generally lower in academic ability, less committed to abstraction, and from a wider socioeconomic range. The final persistence model was to be evaluated against this complexity. Data on factors influencing withdrawal were sought among academic, environmental, and social personal items. The academic included high school record, scholastic ability, and first-year college grades. Environmental factors comprised peer pressures and social interests, and the college cultural climate. Social personal factors included age and time of entry to college, sex, socioeconomic status and degree of family support, family values as shown by occupation and education, personality traits and human relations, and such personal items as motivation, marriage plans, conflict of goals, and family attitudes. These data indicated three possible directions for Phase II of NORCAL: (I) discontinue it; (II) continue to emphasize attrition prediction, using these data combined with earlier research; (III) continue, with any of several possible new emphases. A combination of II and III seemed most likely at time of writing. (HH)

ED 031 241 JC 690 282

Williams, Robert G.

Adult Education in the Community Colleges.

Pub Date 9 Jun 69

Note—30p.; Seminar paper

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Adult Education, *Adult Education Programs, *Adult Programs, Adults, Community Services, *Continuous Learning, Education, *Junior Colleges

The role and extent of adult education in community colleges were examined in this paper. The literature indicated no common definition of adult education except that it involves lifelong learning. One source identified five forces causing adults to seek further education. They are: basic education, degree objective, occupational training, homemaking education, and avocation and geriatric courses. Unfortunately, development of adult education programs at community colleges is often frustrated by such factors as resistance by those presently controlling evening adult schools, apathy resulting from the usually limited offerings of vocational or college credit courses, and the problem of defining the community's needs. There is considerable variation in the offerings of adult education programs at community colleges; some offer only regular, credit courses while others offer non-credit, short and/or special-interest courses as well. One aspect of these programs currently being developed is community service, which attempts to solve problems of both persons and organizations by involving both college and community resources. It was concluded that, while the community college is the institution best suited to meet the challenge of adult education, most colleges are primarily concerned with the transfer function, and thereby prevented from developing their unique and innovative role in the lifelong learning of the community. (MB)

ED 031 242 JC 690 283

Couch, James Robert

An Experiment to Determine the Effectiveness of a Summer Preparatory Program at Spartanburg Junior College.

Pub Date [69]

Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—*Developmental Programs, *Experimental Programs, *Junior Colleges, *Summer Programs

Identifiers—South Carolina

The study proposed to determine if an 8-weeks' summer preparatory program in English, math, reading, study aids, science, and group dynamics would enable a particular group of 51 students to compete academically in the first semester of the 1968-69 school year with 51 regularly admitted students. The experimental group was chosen

from those required to take the 8-week program before admittance to the college; the control group, from regular students whose academic load was limited to four courses. The pairs were matched by college board scores within plus or minus 20 points. After the summer session, students from the experimental group were enrolled in the regular session. At the end of the first semester, GPA's for both groups were analyzed by a t-test. The analysis showed that the experimental group surpassed the regular group in academic achievement, though not to a significant degree. The author concludes that the summer program is therefore worthwhile. He recommends (1) that the developmental program be continued, (2) that a follow-up study be made at the end of five years to see if the difference between the groups remains the same, and (3) that similar studies of wider scope be made to confirm or refute these findings. (HH)

ED 031 243 JC 690 284

Gordon, Anthony T.

Evaluation of the First Year of Operation of the Contra Costa College Mobile Counseling Center.

Contra Costa Coll., San Pablo, Calif.

Pub Date Jun 69

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Community Services, *Counseling Services, *Junior Colleges, *Mobile Educational Services
Identifiers—California

Contra Costa College tried several ways to reach potential students who were unaware that they were eligible or even that the college had anything to offer them. Articulation with high schools, contacts with other agencies, and the mass media were of little help. The idea of a central, off-campus counseling center was abandoned in favor of the Mobile Counseling Center. It began operating in 1967. Its aims were to provide service for dropouts, whatever the cause; extended counseling service for the community; stronger connections with other agencies; easy access to material on educational programs, upgrading courses, financial aid, career planning; a decrease of frustration by working with the client in his own environment; individual and group counseling to foster valid decisions; a better college image; and recruitment of students. Staffed by a counselor-driver and clerk, the van is limited to the area where most of the disadvantaged live; it works as an extension of the regular college counseling service. Other agencies welcomed the unit. It did not duplicate their work, but removed a specific service from their load. A modified therapeutic approach helps the client first identify his need (job, school, or both) and choose from several ways of filling it. The author discusses referrals, interviews, client characteristics, and how to orient to a career those who live amid unemployment. The author's evaluation and the response to a questionnaire show a high degree of success for the center. (HH)

ED 031 244 JC 690 285

Gifford, Brian M.

Opinions of Men's Social Fraternities.

Pub Date [69]

Note—13p.; NDEA Institute paper

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Administrator Attitudes, *Fraternalities, *Junior Colleges, Social Attitudes, *Student Attitudes, *Student Organizations
Identifiers—Missouri

Since all institutions are being challenged for relevancy to the modern world, it seemed appropriate to see how fraternities are regarded: in what areas are they held in high esteem? how are they misunderstood? how can they best attract future members? To determine attitudes to the fraternity system, a questionnaire was specially prepared and sent to fraternity and sorority members, men and women in residence halls, and faculty and administration members. Questions were asked about living costs and conditions, academic value, social status, importance to the campus, whether they should be abolished, the use of alcohol, control of student offices, pledging, and morals. The results uncovered areas that should be evaluated by the Interfraternity Council, especially living costs, academic value, and pledge hazing. Fraternity activities in general should be examined to be sure they are in accord with the aims and purposes of the college. This

should be done by each house individually, and the opinions and decisions exchanged with fraternities on other campuses. (HH)

ED 031 245 JC 690 286

Lombardi, John

The Graduate in the Midst of a Revolution.

Pub Date 17 Jun 69

Note—12p.; Commencement address, Los Angeles Valley College, June 17, 1969.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Activism, Civil Rights, *Ethnic Groups, *Graduation, *Junior Colleges, *Race Relations

This address points out that the graduates have reached a stage in their lives less for rejoicing than for close examination of themselves and of education as an institution. The students themselves have exposed certain shortcomings of higher education, and taxpayers have become reluctant to support it. Activists of all races have not yet announced limits to their militancy; nor have authorities set limits to their reaction. For some time, the confrontation produced an escalating compromise of demand and concession, but lately, as the demands become harsher, authorities become less patient, and the public condemns both. Matters on which students question society at large include the imposition of prolonged adolescence, the widening gulf between the educated and the uneducated, repression (contrary to all civil rights laws) of the Black community, the presence of ghettos and barrios, the acceptance of war as a political tool, and a nationwide atmosphere of hypocrisy and immorality. Most important is the Black revolution, with its new sense of pride and expectation of social and economic fulfillment. The speaker reminds the graduates that, since it is they who have fomented these revolutionary activities, it is they who must suppress, accommodate, or surrender to them. Such criticisms acknowledge the importance of education and the probability that improvement will follow from a belief in legal equality, civil rights, open-door colleges, and the efficacy of an aroused social conscience. (HH)

ED 031 246 JC 690 287

Voda, Frederick A.

Student Environmental Perceptions of a New Community College.

Pub Date [69]

Note—14p.; NDEA Institute paper

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Behavior, *Environmental Influences, *Junior Colleges, *Perception Tests
Identifiers—*College and University Environment Scales, Missouri

If a student's perception of his environment affects his behavior in it, the college should have a measure of it as additional data for educational decisions. This would be added to the student's personal data file already maintained by the college, and used in developing new programs and policies: in self-study; to compare with normative data; to clarify direction of change; for selection of students; to inform prospective students, parents, and high school counselors; to determine maximal student environment; and to note influences of student/environment interaction. This study proposed to find any differences in the perceptions of four groups of students on the items on the College and University Environment Scales. A group of 22 students was randomly selected from each of the college's four programs—Associate in Arts (AA) in Science (AS), in Applied Science (AAS), and Continuing Education (C). In the 76% response were 22 AA students, 20 AS, 15 AAS, and 10 C. The AA group scored high on propriety, low on awareness; the AS was low on both practicality and awareness; the AAS was low on practicality and awareness, but very high on propriety; and the C group was low on awareness, community, and practicality, but high on propriety. According to national norms, both the total sample and the four groups were high on propriety and low on awareness. Conventionality outranked assertiveness; personal, poetic, and political concerns were absent. The four groups differed greatly on the scholarship scale. (HH)

ED 031 247 JC 690 288

Maloney, Clark M.

Attitudes of Missouri Public Junior College Faculty Toward the Objectives of the Comprehensive Junior College.

Pub Date [69]

Note—8p.; NDEA Institute paper
EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Attitude Tests, Comprehensive Programs, *Educational Objectives, *Junior Colleges, *Opinions, *Teacher Attitudes
Identifiers—*Missouri

As attitudes of an organization's members are important in attaining its goals, this study proposed to determine faculty attitudes to comprehensive college aims. Selected as subjects were 100 full-time instructors from Missouri public junior colleges. The investigator expected to find transfer faculty more favorable to general and transfer curricula, and technical faculty more favorable to adult, occupational, counseling, and community service programs. He sought opinions on the college's objectives in occupational, general, transfer or pre-professional, part-time or adult, community service, and counseling and guidance programs. The subjects were sent a 35-item questionnaire; 60% responded. Over 70% agreed with the overall college objectives; 52.3% disagreed with the transfer program. Points of agreement were: 68.7% of transfer faculty and 71.4% of technical faculty on occupational programs; 81.6% of transfer and 73.1% of technical faculty on general education; 83.3% of transfer and 69.9% of technical faculty on community service; 78.5% of transfer and 68.4% of technical faculty on counseling; only 39.4% of transfer and 34% of technical faculty on transfer objectives. At least 70% of all faculty agreed on all but the transfer function, an attitude worth further study. The investigator suggests that particular attention should be paid to attitudes of the more influential faculty members and that a stronger orientation program is needed, especially for those who are undecided. (HH)

ED 031 248 JC 690 289
Hammond, Edward H.
Personnel Services in Missouri Public Junior Colleges.

Pub Date [69]
Note—16p.; NDEA Institute paper
EDRS Price MF-\$0.25 HC-\$0.90
Descriptors—*Evaluation, *Junior Colleges, *Questionnaires, *Student Personnel Services
Identifiers—Missouri

The junior college, to apply its understanding of society as it relates to education, must have a sound student personnel program. This study of programs at Missouri's 11 junior colleges examined their functions and financing to see what improvements might be made. A questionnaire was developed as a checklist of functions necessary to develop an effective program. In Part I, 59 functions were condensed into 19 scales for negative response ranking for each college; Part II collected data on budget and enrollment. The replies showed almost no extended programs, no orientation courses for credit, and few for study skills. Most provided career advisement, but not enough follow-up or manpower studies on which to base it. Most educational testing programs were for academic rather than personality or interest measurement. All provided consultation for the students on their plans and problems. Ten colleges analyzed co-curricular activities programs; all had a form of student government; only half had a leadership development program. All maintained a program to control the social climate and academic development. All provided precollege information on admissions and financial aid, and maintained student records—though few made much use of the latter. As for health services, only half had part- or full-time nurses. The colleges varied widely in enrollment and available funds. The failings implicit in these findings and suggestions for their correction are discussed. (HH)

ED 031 249 JC 690 290
Eberley, Robert E.
The General Aptitude Test Battery as a Predictor of Junior College Achievement.

Pub Date [69]
Note—10p.; NDEA Institute paper
EDRS Price MF-\$0.25 HC-\$0.60
Descriptors—*Aptitude Tests, *College Freshmen, Freshmen, *Junior Colleges, *Predictive Validity, Technical Education, Transfer Students, Vocational Education
Identifiers—*General Aptitude Test Battery

This study considered the predictive power of the General Aptitude Test Battery (GATB) for the junior college student, for whom the traditional measures of ability may not be suitable. It

was designed to see if the GATB would predict GPA for first-semester freshmen in transfer and in vocational programs. Three hypotheses were tested on 203 transfer and 88 vocational-technical students. Details of the sampling and data analysis are given. Two pertinent findings were: (1) certain aptitudes from the complete battery are fair predictors of academic success for freshmen entering a transfer program; (2) they are less successful predictors for the entering vocational-technical students. One implication is that, when two aptitudes are combined for the transfer student, a respectable predictive validity results. It is a useful counseling tool, especially as it takes less than 15 minutes to administer both subtests. Others should duplicate this research to find predictive validities of special use to their own colleges. Validities for the vocational-technical student were low; using an overall category to predict GPA's would not contribute to the accuracy of prediction for either group. Further research is needed for the technical student to isolate the more homogeneous career fields if the GATB is to be helpful to him. (HH)

ED 031 250 JC 690 291
Wilson, Ronald S.

A Comparison of Student, Teacher, and Administrator Perceptions of the Junior College Environment.

Pub Date [69]
Note—10p.; NDEA Institute paper
EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Educational Environment, *Junior Colleges, *Perception

This study examined different perceptions of junior college environment among administrators, faculty in transfer and in vocational programs, and transfer and vocational students. In a college of 1500 students. In a college of 1500 students (51% in vocational programs, 49% in transfer), 50 were randomly selected from each group. All 30 transfer faculty, 27 vocational faculty, and 12 administrators were included. The test used was Pace's College and University Environment Scales, with 150 true-false statements on all aspects of college life. Its five scales describe a college climate: Practicality, Community, Awareness, Propriety, Scholarship. All possible between-group comparisons were made on each scale, except for comparing academic and vocational faculty with each other's students. Among the many findings were: Awareness was ranked highest by four groups and second only by the vocational students; for all groups, Practicality, Awareness, and Scholarship were highest and Propriety lowest; Community was lowest for all except administrators; academic and vocational students differed greatly only on Practicality; Practicality ranked second in three groups, first in one, and third in another. After discussing their implications, the author suggested two ways to use the findings: (1) to achieve a more harmonious campus, after analysis by faculty, administration, and students; and (2) to enable high school students to select the college most appropriate for them. (HH)

ED 031 251 JC 690 292
Reusch, Natalie R., Comp.

The Junior and Community College Faculty: A Bibliography. Revised Edition.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; National Faculty Association of Community and Junior Coll., Washington, D.C.

Report No.—NFA-Pub-851-24120
Pub Date 69
Note—41p.

Available from—National Faculty Association of Community and Junior Colleges, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.00)

EDRS Price MF-\$0.25 HC-\$2.15
Descriptors—*Bibliographies, *College Teachers, *Faculty, *Junior Colleges, *Teaching Conditions

The 292 entries in this bibliography are arranged alphabetically by author or institutional source, and numbered sequentially. The subject index entries are followed by numbers that refer the reader to the entry or entries in the alphabetical listing. Each alphabetic listing is followed by its appropriate subject entries. An explanation of source and availability is given. The 1968 edition of this bibliography is now obsolete. (HH)

ED 031 252 48 LI 000 061

Hay, Stephen N. And Others
Preliminary Bibliography on South Asia for Undergraduate Libraries.

State Univ. of New York, New York. Foreign Area Materials Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0931
Pub Date 67
Contract—OEC-1-6-050931-1278
Note—404p.; Related documents are LI 000 881 and LI 000 882.

EDRS Price MF-\$1.50 HC-\$20.30
Descriptors—Area Studies, *Bibliographies, *College Libraries, *Foreign Countries, Library Acquisition, Library Collections, *Library Materials, Microforms, *Non Western Civilization, Reference Materials
Identifiers—*South Asia

This classified bibliography on South Asia and similar bibliographies on Africa south of the Sahara (LI 000 882) and East Asia (LI 000 881) have been compiled under the first phase of a three-year cooperative project to strengthen bibliographical resources for undergraduate libraries on "neglected" foreign areas. The bibliography in its present form is a preliminary edition to be circulated for criticism and comment to interested scholars and librarians. The final version, to be published under the second phase of the project, will incorporate comments and criticisms received. The material included in this bibliography was collated from standard bibliographies on the subject and various syllabi and reading lists distributed by the Foreign Area Materials Center. Although it was not possible to ascertain whether books published abroad were still in print, the American publications were checked against R.R. Bowker's "Books in Print, 1966," and reprints and material in microform are indicated. Appended are a list of microfilm companies and their addresses and a note on the Foreign Area Materials Center. (Author/JB)

ED 031 253 48 LI 000 881

Ehrman, Edith Morehouse, Ward
Preliminary Bibliography on East Asia for Undergraduate Libraries.

State Univ. of New York, New York. Foreign Area Materials Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0931
Pub Date 67
Contract—OEC-1-6-050931-1278
Note—486p.; Related documents are LI 000 882 and LI 000 061.

EDRS Price MF-\$2.00 HC-\$24.40
Descriptors—Area Studies, *Bibliographies, *College Libraries, *Foreign Countries, Library Acquisition, Library Collections, *Library Networks, *Non Western Civilization, Reference Materials
Identifiers—*East Asia

This classified bibliography on East Asia and similar bibliographies on Africa south of the Sahara (LI 000 882) and South Asia (LI 000 061) have been compiled under the first phase of a three-year cooperative project to strengthen bibliographical resources for undergraduate libraries on "neglected" foreign areas. The bibliography in its present form is a preliminary edition to be circulated for criticism and comment to interested scholars and librarians. The final version, to be published under the second phase of the project, will incorporate comments and criticisms received. The material included in this bibliography was collated from standard bibliographies on the subject and various syllabi and reading lists distributed by the Foreign Area Materials Center. Although it was not possible to ascertain whether books published abroad were still in print, the American publications were checked against R.R. Bowker's "Books in Print, 1966," and reprints and materials in microform are indicated. Appended are a list of microfilm companies and their addresses and a note on the Foreign Area Materials Center. (Author/JB)

ED 031 254 48 LI 000 882

Ehrman, Edith Morehouse, Ward
Preliminary Bibliography on Africa South of the Sahara for Undergraduate Libraries.

State Univ. of New York, New York. Foreign Area Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-5-0931

Pub Date 67

Contract—OEC-1-6-050931-1278

Note—328p.; Related documents are LI 000 061 and LI 000 881.

EDRS Price MF-\$1.25 HC-\$16.50

Descriptors—Area Studies, *Bibliographies, *College Libraries, *Foreign Countries, Library Acquisition, Library Collections, *Library Materials, Microforms, *Non Western Civilization, Reference Materials
Identifiers—*Africa

This classified bibliography on Africa south of the Sahara and similar bibliographies on South Asia (LI 000 061) and East Asia (LI 000 881) have been compiled under the first phase of a three-year cooperative project to strengthen bibliographical resources for undergraduate libraries on "neglected" foreign areas. The bibliography in its present form is a preliminary edition to be circulated for criticism and comment to interested scholars and librarians. The final version, to be published under the second phase of the project, will incorporate comments and criticisms received. The material included in this bibliography was collated from standard bibliographies on the subject and various syllabi and reading lists distributed by the Foreign Area Materials Center. Although it was not possible to ascertain whether books published abroad were still in print, the American publications were checked against R.R. Bowker's "Books in Print, 1966," and reprints and material in microform are indicated. Appended are a list of microfilm companies and their addresses and a note on the Foreign Area Materials Center. (Author/JB)

ED 031 255

LI 000 966

Cautin, Harvey And Others

An Experimental On-Line Information Retrieval System.

Pennsylvania Univ., Philadelphia. Moore School of Electrical Engineering.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va. Directorate of Information Science.; Army Research Office, Durham, N.C.

Report No—AFOSR-68-1600

Pub Date May 67

Note—24p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 671 962, MF-\$0.65; HC-\$3.00)

Document Not Available from EDRS.

Descriptors—Computers, *Display Systems, *Information Retrieval, *Man Machine Systems, Programming Languages, Search Strategies, *Symbolic Language
Identifiers—Easy English

This paper reports an experiment in on-line retrieval using man-machine dialogue on a remote console. Message editing procedures and the use of two command languages are described. The system employs a PDP-8 computer for generating, proofreading, and editing messages, and an IBM 7040 computer for information retrieval processing. The symbolic retrieval language permits three commands in the search mode: retrieve, combine, and display. The second language, Easy English, requires only that requests be formulated in a specified syntactic form. Users have the option to translate Easy English requests to symbolic language during a search. (Author/JW)

ED 031 256

LI 001 079

Development of Computer Aids for Tape-Control of Photocomposing Machines. Final Report, Section A. Mechanization of Mathematical Reviews Office Procedures.

American Mathematical Society, Providence, R.I. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Aug 68

Note—60p.; Section B is LI 001 222.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 179 338, MF-\$0.65; HC-\$3.00)

Document Not Available from EDRS.

Descriptors—Automation, *Computers, Costs, Feasibility Studies, Indexes (Locators), Input Output, *Mathematics, *Periodicals, *Photocomposition, *Printing, Programming
Identifiers—*Mathematical Reviews

This document is the first of three sections of a final report on a project which included five phases: (1) developing systems and procedures for the use of computer-processed tape, (2) design of a system for the partial mechanization of Mathematical Reviews office procedures together with experiments on derived publications, (3) typographic design, (4) extension of a system of preparing computer-processed tape to include the setting of displays including multiple-line equations, and (5) a test of the combined system. This document reports feasibility studies concerning the development of effective input techniques, that organization and management of computer files, the production of useful output from computer files, and the costs of such production, plus a discussion of implementation and possible applications, including the creation of a master file of bibliographic data and the mechanization of the Mathematical Reviews Cumulative Index. The fourteen exhibits include examples of system input and output. An 18-page "Manual for Input Keying" is appended. (JW)

ED 031 257

LI 001 152

A DDC Bibliography on Optical or Graphic Information Processing (Information Sciences Series). Volume 1.

Defense Documentation Center for Scientific and Technical Information, Alexandria, Va.

Report No—DDC-TAS-68-32

Pub Date Sep 68

Note—230p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 674 025, MF-\$0.65; HC-\$3.00)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Character Recognition, *Display Systems, *Information Processing, Information Retrieval, *Optical Scanners, *Pattern Recognition

This unclassified-unlimited bibliography contains 183 references, with abstracts, dealing specifically with optical or graphic information processing. Citations are grouped under three headings: display devices and theory, character recognition, and pattern recognition. Within each group, they are arranged in accession number (AD-number) sequence. Four computer-generated indexes—AD-pagination, corporate author/monitoring agency, personal author, and contract—are appended. (RM)

ED 031 258

LI 001 222

Development of Computer Aids for Tape-Control of Photocomposing Machines. Final Report, Section B. A System for Computer-Processed Tape Composition to Include the Setting of Multiple Line Equations.

American Mathematical Society, Providence, R.I. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Aug 68

Note—52p.; Section A is LI 001 079

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 179 418, MF-\$0.65; HC-\$3.00)

Document Not Available from EDRS.

Descriptors—Abstracts, Automation, *Computers, Costs, Feasibility Studies, Indexes (Locators), Information Retrieval, Input Output, *Mathematics, *Periodicals, *Photocomposition, *Printing, Programming, Programming Languages, Scholarly Journals
Identifiers—*Mathematical Reviews

This document is the second of three sections of a final report on computer-controlled photocomposition of the periodical Mathematics Reviews. In studying the uses of computer-processed tape for composition, it became evident that economic feasibility is dependent, to a great extent, on multiple use of the input data. Therefore the design of a system for mathematical composition must include setting up a master file of material which can be used for information retrieval, as well as for typesetting of original material, plus by-products such as the typesetting of indexes, current awareness journals, and abstracts. This section of the report deals with the setting of complex mathematical material. It gives examples of a keyboard input language which can be used for the inputting of any mathematical text, and a language suitable for file storage and computer input. It also describes the type of programs needed for solving completely the composition problem. (Author/JW)

ED 031 259

LI 001 390

Edwards, John S.

Adaptive Man-Machine Interaction in Information Retrieval; A Dissertation in Electrical Engineering.

Pennsylvania Univ., Philadelphia. Moore School of Electrical Engineering.

Pub Date 67

Note—170p.; Doctoral thesis submitted to the University of Pennsylvania, 1967.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 179 802, MF-\$0.65; HC-\$3.00)

Document Not Available from EDRS.

Descriptors—Algorithms, Automation, Computer Programs, Evaluation, Indexing, *Information Retrieval, Information Storage, *Information Systems, *Man Machine Systems, Relevance (Information Retrieval), *Subject Index Terms, *Thesauri

Three specific contributions to the field of information retrieval are presented. The first two describe the establishment of an adaptive, interactive man-machine dialogue that produces a form of unsolicited librarian-like assistance for the user in his selection of index terms to characterize an indexing function. The data set upon which the system rests is prepared in a semi-automatic manner from preselected samples of natural language text in machine readable form. The first contribution concerns setting up this data set; the second deals with the implementation of a man-machine dialogue. The algorithm that constitutes the third contribution extracts the cyclic sets of terms from a symmetric relation table. It is shown how this technique helps the formation of a consistent and complete table of synonyms. The system has been implemented on a PDP8-7040 computer complex and is programmed for the most part in L6-MAP. (Author)

ED 031 260

LI 001 436

Carroll, D.E. And Others

An Interactive Document Retrieval System.

Illinois Univ., Urbana. Coordinated Science Lab.

Spons Agency—Joint Services Electronics Program, Fort Monmouth, N.J.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—R-398

Bureau No—BR-7-1213

Pub Date Dec 68

Contract—OEC-1-7-071213-4557

Note—35p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 679 915, MF-\$0.65; HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Documentation, *Information Retrieval, *Information Storage, *Information Systems, *Man Machine Systems, Programming, Programming Languages
Identifiers—Information Search Language, ISL, REQUEST

The document retrieval system at Coordinated Science Laboratory is implemented on a Control Data 1604 computer system. Recorded information from each source article includes 1) conventional bibliographic data such as authorship, author affiliation, title, year of publication, etc., 2) detailed bibliographic data from each of the cited references, and 3) citations in context. The source articles are selected from the "IEEE Transactions on Computers", "Journal of the Association for Computing Machinery", and "Documentation". The searches are conducted in interactive manner through REQUEST system, which is a man-machine interface language. The searches are conducted in another language called Information Search Language (ISL), which is a string-possessing language capable of searching variable-length information strings. Section Two of this report gives a brief description of the data base. Section Three describes the REQUEST system from a systems point of view. Section Four describes the Information Search Language. (Author/CC)

ED 031 261

LI 001 536

Fogel, Marc

Determination of Statistical Clumps.

Pennsylvania Univ., Philadelphia. Moore School of Electrical Engineering.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date May 69

Note—52p.; Master's thesis, Moore School of Electrical Engineering, University of Pennsylvania, 1969.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 184 136, MF-\$0.65, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—Automation, *Cluster Grouping, Correlation, *Indexing, Information Retrieval, Information Storage, *Statistical Analysis, *Subject Index Terms, *Vocabulary, Word Frequency

The exponential growth in the literature of most fields has produced a near crisis situation for the people who provide storage and retrieval facilities for this same literature. One useful tool suggested for anyone interested in mechanizing the process of information storage and retrieval requires that vocabulary used in the system be divided into groups of words, each group representing a different subarea of the initial field. It is the intention of the present paper to show why the problem of subdividing a vocabulary is best handled by computer. Of a number of existing techniques, one which seems appropriate is selected, modified, and certain improvements are suggested. The results described in this report are equally valid for any collection of objects—obeying a minimum set of requirements—which must be divided into smaller groups, the groups being defined in a statistical sense. (Author)

ED 031 262 LI 001 538

Implementation, Test and Evaluation of a Selective Dissemination System for NASA Scientific and Technical Information. Final Report.

International Business Machines Corp., Yorktown Heights, N.Y.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Report No—NASA-CR-62020

Pub Date Jun 66

Note—90p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (N67-11241, MF-\$0.65; HC-\$3.00)

Document Not Available from EDRS.

Descriptors—Abstracts, Documentation, *Evaluation, Indexing, *Information Dissemination, *Information Services, *Information Systems, Sciences, Subject Index Terms, Systems Development, Technology, *Use Studies

Identifiers—NASA, National Aeronautics and Space Administration, SDI, *Selective Dissemination of Information

The development of a large scale selective dissemination of information program, its experimental operation, and program evaluation is reported. An IBM 7090/94 computer program compared user interest profiles with the subject indexes of reports announced in "Scientific and Technical Aerospace Reports." Users were provided with selected announcements in the form of abstract cards. Profile preparation is described, and announcement and response media are illustrated. During the exploratory operation of the program, five hundred NASA and two hundred Air Force personnel served as participants and evaluators of the system. A statistical evaluation of system performance is included, and results of a questionnaire concerning user opinions and comments are presented. (Author)

ED 031 263 LI 001 541

Earl, Paul H. And Others

The Determination of the Effect of Announcement Media on CFSTI Sales.

Westat Research Co., Bethesda, Md.

Spons Agency—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va.

Pub Date Dec 67

Note—42p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 179 830, MF-\$0.65; HC-\$3.00)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Clearinghouses, Evaluation, *Information Dissemination, *Information Needs, Publicize, *Technical Reports

Identifiers—Fast Announcement Service

The objectives of the study were: (1) to experimentally determine the effect of each CFSTI announcement medium on the average demand per report; (2) to experimentally determine the effect of the selection process, isolated from the effect of the special announcement media, on the

average demand per report, and (3) to use (1) and (2) to study how modification in announcement practices would affect document sales. It was found the most effective single announcement medium was clearly the Fast Announcement Service, a 2- to 6-page flyer which announces a selected number of outstanding reports in each of 57 categories. The study also confirmed that the selection process was able to discriminate between the high demand and low demand reports. (Author/JW)

ED 031 264 LI 001 559

The Postmeeting Dissemination in Scholarly Journals of Material Presented at the 1968 Annual Meeting of the American Educational Research Association.

Johns Hopkins Univ., Baltimore, Md. Center for Research in Scientific Communication.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Report No—TN-8

Pub Date Apr 69

Note—47p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 184 218, MF-\$0.65; HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Conferences, *Educational Research, *Information Dissemination, *Periodicals, Publications, *Symposia

Identifiers—AERA, *American Educational Research Association

Approximately one year after the February 1968 Annual Meeting of the American Educational Research Association (AERA), all authors who had presented material at the Conference were sent follow-up questionnaires (copy appended), designed to ascertain (1) how much of the program material had been submitted for journal publication during the year, (2) what outlets have been selected, (3) what types of revisions were required before acceptance of manuscripts, (4) what reasons were given for non-acceptance of manuscripts by journals, (5) what were the policies regarding page charges in educational research journals, and (6) what types of post-meeting dissemination in addition to journals publication had the authors planned. Data were also obtained concerning those authors who had not submitted their material for journal publication in the year following the meeting. Authors of symposium papers were also sent the follow-up questionnaires a year after the meeting. Findings of the study are presented and the role of the AERA meeting in the dissemination of educational research is discussed. (Author/CC)

ED 031 265 LI 001 601

Permanence/Durability of the Book-VI. Spot Testing for Unstable Modern Book and Record Papers.

Barrow (W.J.) Research Laboratory, Richmond, Va.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date 69

Note—28 p.; A related report is ED 019 972.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—*Books, Evaluation Methods, Library Materials, *Paper (Material), *Physical Characteristics, *Preservation, Publishing Industry, *Records (Forms)

There is ample evidence today that acidity resulting from manufacturing processes is the principal cause of paper deterioration. The significance of this discovery is that purchasers can avoid paper manufactured in such a way as to be auto-destructive. This investigation explores the collective use of color spot tests to distinguish stable from unstable book and record papers currently being manufactured in the United States. The value of this type of testing is derived from its ability to separate quickly good from poor quality paper from the standpoint of useful longevity. These test results are qualitative, not quantitative, in nature. Thus, for example, while the acidity spot test will indicate the presence of acidity, it will not determine the exact amount. The spot tests for groundwood, acidity, alum and rosin can be applied to papers quickly by anyone without special equipment or training, with due caution in regard to handling the chemicals and interpreting the results. These tests only require small areas of a paper sheet, thus eliminating damage to large quantities of paper. A summary

of instructions for using these tests is given. (Author/RM)

ED 031 266 LI 001 602

Wasserman, Paul

A Report on the Need for Additional Programs in Library Education at the Graduate Level in the Publicly Supported Higher Education System of the State of Ohio.

Ohio Board of Regents, Columbus.

Pub Date 16 Jun 69

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Graduate Study, *Information Science, *Library Education, *Library Schools, Library Science, *State Universities

Identifiers—*Ohio

This report contains recommendations concerning the need for additional opportunities in Ohio for graduate study in library science, as well as the probable location and the appropriate kinds of program emphasis for a new library school. The study considers the following campuses of Ohio's state-assisted university system: Kent State University, Toledo University, Bowling Green University, University of Cincinnati, Wright State University, Ohio State University. The criteria used in comparing new sites include the existence of other graduate programs and research efforts, the potential hierarchical position for a projected program in relation to the graduate school, the attitudes of the university's administration toward the development of librarianship, the demonstrated capacity of the institution to attract well-qualified faculty members, the computer center facilities, the library facilities, and others. The report reviews the visits to each institution and discusses the program opportunities at each. The conclusions provide recommendations for establishing the new library school at Ohio State University and proposals for further development of library education in Ohio. (RM)

ED 031 267 LI 001 603

Divett, Robert T. Jones, W. Wayne

Report on the Total System Computer Program for Medical Libraries.

New Mexico Univ., Albuquerque. Library of the Medical Sciences.

Spons Agency—National Library of Medicine, Bethesda, Md.

Pub Date May 69

Note—429p.

EDRS Price MF-\$1.75 HC-\$21.55

Descriptors—*Computer Programs, *Information Systems, Library Networks, *Library Technical Processes, *Man Machine Systems, *Medical Libraries, Systems Development

The objective of this project was to develop an integrated computer program for the total operations of a medical library including acquisitions, cataloging, circulation, reference, a computer catalog, serials controls, and current awareness services. The report describes two systems approaches: the batch system and the terminal system. The batch system is a combination of manual and machine processing of the clerical functions of a library. This particular system involves functions in the acquisitions, cataloging and circulation departments. The terminal system is an on-line computer system with terminals, in each section of the library, including reference services and patron use. It is designed to cover the total operations of a library. After a general description of both systems the report lists the equipment needed and the estimated costs for both. Recommendations are given for sharing the system with several other medical libraries. Technical descriptions of the terminal system, including file organization and program structure, are presented in the report. The appendices show library forms (order forms, catalog cards, etc.), 2260 screen displays, and source listings. (Author/RM)

ED 031 268 LI 001 610

Black, Donald V. Grieb, William E.

Dental Health Center Library and Information Center: A Plan of Action.

System Development Corp., Santa Monica, Calif.

Spons Agency—Public Health Service (DHEW), Washington, D.C. Div. of Dental Health and Public Resources.

Report No—SDC-TM-3995-000-00

Pub Date 3 Jul 68

Note—23p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 183 813, MF-\$0.65; HC-\$3.00)

Document Not Available from EDRS.

Descriptors—Costs, *Dental Health, Information Centers, *Information Services, *Library Planning, *Library Services, *Medical Libraries, Public Health

Identifiers—Dental Health Center Library

The report, based on information gathered by System Development Corporation in its role as consultant to the Division of Dental Health, defines the areas of need for planning an effective operational library and information center within the Division's proposed new Dental Health Center Building, San Francisco. A course of action is plotted that should result in obtaining the necessary information and achieving the coordination necessary to develop an outstanding information resource that meets the needs of the Dental Health Center and other potential users. (Author)

ED 031 269

LI 001 620

Sherman, George B. Anderson, Robert A.
Document Retrieval in a Highway Research Library.

California State Div. of Highways, Sacramento. Materials and Research Dept.
Pub Date Apr 68

Note—24p.; Prepared in cooperation with the Bureau of Public Roads, Washington, D.C.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 183 681, MF-\$0.65; HC-\$3.00)

Document Not Available from EDRS.

Descriptors—Costs, Documentation, Feasibility Studies, Indexes (Locators), *Indexing, Information Centers, *Information Retrieval, *Information Storage, *Information Systems, *Special Libraries, Thesauri, *Traffic Safety

A document storage and retrieval system for the library of the Materials and Research Department of the California Division of Highways is described. The system was designed and installed as part of a research project whose objectives were to evaluate a concept-coordinated document retrieval and storage system for internally and externally produced documents, utilizing the work of the Highway Research Information Service of the Highway Research Board. The HRIS list of authorized terms was adopted for indexing, and an optical coincidence retrieval method was installed. Input, storage, searching and output operations are described. It is concluded that the system is feasible and economical in this application. (USGRDR/JW)

ED 031 270

LI 001 628

Benson, R.A.

Linguistics and Information Retrieval.

General Dynamics, San Diego, Calif. Convair Div.

Report No.—GD-C-ERR-AN-828

Pub Date Jun 66

Note—50p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 179 812, MF-\$0.65; HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Automation, *Computational Linguistics, Generative Grammar, *Indexing, *Information Retrieval, *Linguistics, Syntax

This paper is concerned primarily with the structure of language and how knowledge about this structure can lead to improved automated information retrieval. The paper discusses developments in linguistics and the application of linguistics to information retrieval, especially fact retrieval and indexing. For fact retrieval it is proposed that both data facts and search requests inserted into the system undergo transformations which convert the information into the form of active, declarative sentences. Then the system could use a matching procedure to arrive at data facts from the search requests. For automatic indexing, an approach based on previous research indicating that prepositions (in, for, by, etc.) play an important role in the shift from one discursive phrase to the next in the text or in a title is used. Thus, prepositions and other low-information content words as well as punctuation marks are used to recognize automatically where one phrase ends and the next begins. The resulting phrases are then manipulated for indexing purposes. Experiments with this "prepositional phrase-shifting" were conducted on the German language. (RM)

ED 031 271

LI 001 635

Welch, Noreen O.

A Survey of Five On-line Retrieval Systems. Final Report.

Mitre Corp., McLean, Va.

Spons Agency—Federal Council for Science and Technology, Washington, D.C. Committee on Scientific and Technical Information.

Report No.—MTP-322-

Pub Date Aug 68

Note—59p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 686 812, MF-\$0.65; HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Documentation, *Information Processing, *Information Retrieval, *Information Science, Information Storage, *Information Systems, *Surveys

This report is a survey of five on-line retrieval systems that, with one exception, have been used to demonstrate on-line access to the recently developed Committee on Scientific and Technical Information (COSATI) inventory of government sponsored work now in progress in the area of information sciences and technology. The report was prepared to assist an ad hoc subgroup of Panel 2 of COSATI to determine the state of the art and availability of systems that could provide on-line access to the COSATI inventory. The systems, which are described in terms of acceptability, effectiveness, performance, and availability are: (1) Data Corporation's Data Central, (2) Computer Corporation of America's 103, (3) Lockheed Research Corporation's DIALOG, and (4) System Development Corporation's Language for Utility Checkout and Instrumentation Development (LUCID) and Time-Shared Data Management System (TDMS). (Author/CC)

ED 031 272

LI 001 638

Harlow, Neal And Others

Administration and Change: Continuing Education in Library Administration.

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Library Service.

Pub Date 69

Note—60p.; Papers presented at a workshop at the Middle Atlantic Regional Library Conference, Atlantic City, N.J., October 27, 1967.

Available from—Rutgers University Press, 30 College Avenue, New Brunswick, N.J. 08903 (\$4.50)

Document Not Available from EDRS.

Descriptors—*Administration, *Librarians, *Libraries, Political Science, *Professional Continuing Education, Sociology, Systems Approach, Systems Concepts

The first two papers in this collection provide an introduction to and an overview of library administration. The third paper discusses the library administrator's needs for continuing education based on a questionnaire survey conducted by the Rutgers Graduate School of Library Service. Contributions of the political scientist and the public administrator to library administration are the topics of the fourth paper. The fifth paper covers the uses of sociology in administration of libraries and the use of the library in order to study its environment. The final paper deals with the systems approach and libraries. (CC)

ED 031 273

52

LI 001 639

Lubetzky, Seymour

Principles of Cataloging. Final Report. Phase I: Descriptive Cataloging.

California Univ., Los Angeles. Inst. of Library Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-1089

Pub Date Jul 69

Contract—OEC-1-7-071089-4284

Note—121p.

EDRS Price MF-\$0.50 HC-\$6.15

Descriptors—*Automation, *Cataloging, *Catalogs, *Documentation, *Filing

This report constitutes Phase I of a two-part study; a Phase II report will discuss subject cataloging. Phase I is concerned with the materials of a library as individual records (or documents) and as representations of certain works by certain authors—that is, with descriptive or bibliographic, cataloging. Discussed in the report are (1) the history, role, function, and objectives of the author-and-title catalog; (2) problems and

principles of descriptive cataloging, including the use and function of "main entry", the principle of authorship, and the process and problems of cataloging print and nonprint materials; (3) organization of the catalog; and (4) potentialities of automation. The considerations inherent in bibliographic cataloging, such as the distinction between the "book" and the "work," are said to be so elemental that they are essential not only to the effective control of library's materials but also to that of the information contained in the materials. Because of the special concern with information, the author includes a discussion of the "Bibliographic Dimensions of Information Control," prepared in collaboration with Robert M. Hayes, which also appears in "American Documentation," Vol.20, July 1969, p. 247-252. (JW)

ED 031 274

LI 001 640

King, Paul Allen, Jr.

A Novel Solid State Character Generator.

Massachusetts Inst. of Tech., Cambridge. Electronic Systems Lab.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Report No.—ESL-TM-386

Pub Date Jun 69

Note—109p.

EDRS Price MF-\$0.50 HC-\$5.55

Descriptors—*Display Systems, *Information Systems, *Input Output Devices, *Machine Systems, *Media Technology, *Orthographic Symbols

Identifiers—Project Intrex, *Sinusoidal Scan

This thesis describes a character generator which was built for a refreshed cathode-ray tube (CRT) display and demonstrates the feasibility of displaying high quality dot-matrix characters using the low-band width sinusoidal scan. The CRT used was a low-cost entertainment-quality television tube, and hence had a very poor deflection band width. Settling time for the CRT system was about 10 microseconds. A technique was developed and made operational which displayed a whole dot-matrix character in a time which was less than one settling time of the display system. It is an application of the existing technique called sinusoidal scan to the display of dot-matrix characters. A data compression technique was also invented and implemented. It allows up to a 75 percent reduction in the size of the stored character tables which are normally associated with dot-matrix displays. The technique involves a digital algorithm which fills in dots between given dots in a matrix. This technique proved quite effective in producing good quality characters, and is economically attractive. (Author/RM)

ED 031 275

LI 001 641

Casey, Genevieve M.

The Role of Oakland County Government in Library Development.

Wayne State Univ., Detroit, Mich. Office of Urban Library Research.

Pub Date Sep 68

Note—93p.

EDRS Price MF-\$0.50 HC-\$4.75

Descriptors—*County Libraries, *Government Role, *Library Planning, *Library Services, *Library Surveys

Identifiers—*Oakland County

The purposes of this study were to assess the library needs of Oakland County residents, to suggest possible courses of action for the county within Michigan state law, and to recommend the role which the county government should play in the development of library services in Oakland County. A review of seven library studies of the last ten years was presented showing the uneven quality of library service in the county and the need for coordinated library planning. Analysis was made of the use of the Detroit Main Library by residents of Oakland County during the period of open access, February 1, 1967 - June 30, 1968, as measured by the Detroit Metropolitan Library Project. Existing demographic data on Oakland County was reviewed in terms of its relevance to library planning for the future. The adequacy of present library resources in public and college libraries as reported to the State Library and in school libraries as reported to the Oakland County Intermediate School District were weighed against national minimum standards. Charts containing statistical data about Oakland County library service are presented in the report, and a full range of options and recom-

mentations for future library service is given. (Author/RM)

ED 031 276 LI 001 642

Specifications of a Mechanized Center for Information Services for a Public Library Reference Center. Final Report. Part 1, Preliminary Specification: Mechanized Information Services in Public Library Reference Centers.

California Univ., Los Angeles. Inst. of Library Research.

Pub Date 31 Jan 68

Note—49p.; Related documents are LI 001 643, LI 001 644, LI 001 645, and LI 001 646

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—Administrative Organization, *Automation, Computers, *Information Centers, *Information Services, Information Storage, Information Systems, Magnetic Tapes, Personnel, *Public Libraries, *State Programs
Identifiers—*California

This document presents preliminary specifications for a library-based Center for Information Services (CIS). Four sets of issues are covered: (1) data base inventory, providing a listing of magnetic tape data bases now available from national sources or soon to be so; (2) administrative issues, including the organization of the CIS within the library, its administrative relationship to other activities, its staffing, its method of operation, and its service load; (3) hardware issues, including library/CIS computer configuration and its requirements for space; (4) software issues, including the requirements for generalized programs to handle file management and search, reference retrieval, and text processing. (Author)

ED 031 277 LI 001 643

Reilly, K. D.

Specification of a Mechanized Center for Information Services for a Public Library Reference Center. Final Report. Part 2, A State Library-Network for Technical Information Service to California Business and Industry.

California Univ., Los Angeles. Inst. of Library Research.

Pub Date 31 Jan 68

Note—26p.; Related documents are LI 001 642, LI 001 644, LI 001 645, and LI 001 646.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Automation, *Business, Centralization, *Industry, *Information Services, Information Systems, Library Cooperation, *Library Networks, Library Reference Services, Library Technical Processes, *State Programs
Identifiers—*California

This part of the final report provides an historical context for a state technical information system by reviewing prior work toward establishment of state-wide cooperation among libraries, with particular emphasis on service to business and industry. It then outlines a network schematic which incorporates both geographic groupings and specialty groupings of libraries. It defines two kinds of centralized facilities: a processing center and a switching center. The processing center serves the function of producing for wide-scale distribution catalogs of the holdings of groups of libraries. The switching center serves as a directory service, providing both the information and the technology for facilitating communications among libraries. This part of the report concludes with a time-table for network development, covering efforts now underway or soon to be started and those planned for the future. (Author)

ED 031 278 LI 001 644

Brault, Nancy W.

Specification of a Mechanized Center for Information Services for a Public Library Reference Center. Final Report. Part 3, Statistics on the Libraries of the State of California.

California Univ., Los Angeles. Inst. of Library Research.

Pub Date 31 Jan 68

Note—63p.; Related documents are LI 001 642, LI 001 643, LI 001 645, and LI 001 646.

EDRS Price MF-\$0.50 HC-\$3.25

Descriptors—*College Libraries, Interlibrary Loans, Librarians, Library Collections, Library Surveys, Personnel, *Public Libraries, *Special Libraries, *Statistical Data, *University Libraries
Identifiers—*California

This report summarizes data on the holdings of libraries in California, grouped by nine geographical

regions. After a summary of statistics for all types of libraries, statistics are given separately for public, college and university, and special libraries. The following information is given for public libraries: (1) name of library, (2) number of volumes, (3) circulation, (4) interlibrary loans, (5) bookmobiles, (6) service points, (7) professional and non-professional personnel, and (8) population served. The following information is given for college and university libraries: (1) name of college or university, (2) number of volumes, (3) professional and non-professional personnel, (4) number of students enrolled, and (5) public or private status. The following information is given for special libraries: (1) name of library, (2) number of volumes, (3) number of periodical subscriptions, (4) professional and non-professional personnel, and (5) subject specialty. (CC)

ED 031 279 LI 001 645

Heron, D.W.

Specifications of a Mechanized Center for Information Services for a Public Library Reference Center. Final Report. Part 4, The State Library and Public Libraries of California as Centers for Information Services under the State Technical Services Act.

California Univ., Los Angeles. Inst. of Library Research.

Pub Date 31 Jan 68

Note—15p.; Related documents are LI 001 642, LI 001 643, LI 001 644, and LI 001 646

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Automation, *Business, *Industry, Information Centers, *Information Services, *Public Libraries, State Libraries, *State Programs

Identifiers—*California, California State Library

The potential role of public libraries and the California State Library in a state-wide technical information system for business and industry is the topic of this report. Three levels of services are proposed for the system: (1) research centers (major academic libraries), (2) subject reference centers (major public libraries), and (3) local service-contact libraries. The State Library has funded a pilot reference center designed to serve initially as a prototype and ultimately to become the administrative center for the public libraries' reference centers throughout the state. A preliminary schedule for mechanization of services for the network is given. (CC)

ED 031 280 LI 001 646

Reilly, K. D.

Specifications of a Mechanized Center for Information Services for a Public Library Reference Center. Final Report. Part 5, Outline for a Simulation Study of the California State Library Network.

California Univ., Los Angeles. Inst. of Library Research.

Pub Date 1 Jul 68

Note—18p.; Related documents are LI 001 642, LI 001 643, LI 001 644, and LI 001 645

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Computers, Information Networks, *Information Services, Information Storage, *Library Networks, Man Machine Systems, Models, *Simulation, *State Programs, Systems Analysis, Use Studies
Identifiers—*California

An outline is presented for a digital computer simulation model for an information network for the State of California. The methodology of simulation is discussed initially. The problems presented by the very large size of the system, in terms of materials, users, communication connections are depicted, and solutions are suggested which permit more efficient handling of them. A scheme is discussed for representing the human element in this essentially man-machine system. Methods are discussed for representing the effects of file organization, both for machine-readable data and for conventional materials of the libraries. (Author)

ED 031 281 LI 001 647

Veane, Allen B., Ed. Fasana, Paul J., Ed.

Stanford Conference on Collaborative Library Systems Development. Proceedings of a Conference Held at Stanford University Libraries, October 4-5, 1968.

Stanford Univ., Calif. Libraries.

Pub Date 69

Grant—OEG-I-7-077145-4428

Note—234p.

Available from—Office of the Financial Manager, Stanford University Libraries, Stanford, California 94305 (\$7.00)

EDRS Price MF-\$1.00 HC-\$11.80

Descriptors—*Automation, *Cooperative Programs, *Information Systems, *Library Networks, *University Libraries
Identifiers—CLSD, *Collaborative Library Systems Development

The conference was convened (1) to disseminate information on the development of Stanford's library automation project, and (2) to disseminate information on the several and joint library automation activities of Chicago, Columbia, and Stanford, and (3) to promote heated discussion and active exchange of ideas and problems between librarians, university administrators, computer center managers, systems analysts, computer scientists, and information scientists. These conference papers present information on library automation projects at various universities and specialized information about institutions involved in bibliographic data processing activities. Topics specifically include: the Collaborative Library Systems Development (CLSD), the National Libraries Automation Task Force, the Biomedical Communications Network at the National Library of Medicine, the Book Processing System at the University of Chicago, the application of hardware and software in libraries, data link network and display terminals at Stanford, and other automation projects at Chicago, Columbia, and Stanford. (Author/RM)

ED 031 282 LI 001 648

State of Oregon Plan for Interlibrary Cooperation. Phase I Study.

Fry Consultants, Inc., Chicago, Ill.

Spons Agency—Oregon State Library, Salem.

Pub Date 1 Mar 68

Note—32p.

Available from—Oregon State Library, State Library Building, Salem, Oregon (\$1.50)

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Costs, Feasibility Studies, *Library Cooperation, *Library Networks, *Library Services, Regional Libraries, *State Programs, Use Studies

Identifiers—*Oregon

The objective of this study was to provide the background necessary for a statewide system of interlibrary cooperation to be developed in a Phase II study. Interviews were held with nearly 70 individuals throughout the state and research was conducted to gather data on Oregon in general, on Oregon libraries, and on examples of interlibrary cooperation in other states. The report discusses (1) library cooperation versus library development; (2) library needs of education, local government, and business and industry; (3) problems and prospects of meeting these needs; and (4) activities planned for the Phase II study. It is recommended that these activities include investigation of (1) regional systems, (2) cooperative mechanical functions, (3) user needs, (4) available resources, (5) mechanics of a finished system, (6) data processing applications, and (7) economic feasibility. (JW)

ED 031 283 LI 001 649

Corbin, John B., Ed.

Proceedings of the Second Texas Conference on Library Automation (Houston, March 27, 1969).

Spons Agency—Texas Library Association.

Pub Date [Jul 69]

Note—78p.; The proceedings of the first conference are reported in ED 020 760.

Available from—Mrs. Jean Branch, Houston Public Library, 500 McKinney Avenue, Houston, Texas (\$1.50)

EDRS Price MF-\$0.50 HC-\$4.00

Descriptors—*Automation, Computers, Costs, Electronic Data Processing, *Library Acquisition, *Library Circulation, *Library Planning, Recordkeeping, *Serials, Special Libraries, University Libraries

Identifiers—Midwestern University Moffet Library, Texas Instruments Inc Library, Texas Southern University Library

Four papers are included in these proceedings. The first three discuss specific on-going programs, including details of operation: (1) "Automation of Serials," by Shula Schwartz and Patricia A. Bottalico, reports a serials records automation at Texas Instruments Inc., Dallas, Texas; (2) "From Texana to Real-Time Automation," by Calvin J. Boyer, reports an on-line circulation

system for Moffet Library at Midwestern University, Wichita Falls, Texas; and (3) "Data Processing Applications for Acquisitions at the TSU Library," by Alvin C. Cage, describes activities at Texas Southern University, Houston, Texas. The fourth paper, "Planning an Automation Program," by John B. Corbin, discusses the problems and processes of planning for automation. (JW)

ED 031 284 LI 001 651

Maron, M.E. Shoffner, R.M.
The Study of Context: An Overview.
California Univ., Berkeley. Inst. of Library Research.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Jan 69

Note—23p.; Two related reports are LI 001 652 and LI 001 653.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 183 329, MF-\$0.65; HC-\$3.00)
Document Not Available from EDRS.

Descriptors—Content Analysis, *Context Clues, *Indexing, *Information Processing, Information Retrieval, *Information Storage, *Search Strategies

Identifiers—*Context Information Processing Project

This report presents the principal objectives and results of the Context Information Processing Project and discusses the nature of context and its relationship to conventional models of information storage and retrieval. In this approach literature searching involves prediction, and context represents a new class of clues to be obtained and processed for the overall improvement of automatic literature search systems. Context clues are those items of information that describe various objective properties and relationships that hold for individual documents: authors and reviewers, professional societies, journals, etc. Traditionally, literature searching systems have assumed that every document has a content that can be identified properly in terms of one or more index terms, describing what that document is "about." This project suggests that the fundamental concepts of subject content and of "aboutness" are imprecise and confused, in comparison to the naming of individual things or observable properties in context language. There is no implication that content processing should be eliminated; instead, the project hopes to establish context information as relevant for literature searching systems, and, furthermore, to discover the correlation, if any, between context and content information and put this correlation to use. (Author/RM)

ED 031 285 LI 001 652

Gould, Laura And Others
An Experimental Inquiry into Context Information Processing.
California Univ., Berkeley. Inst. of Library Research.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jan 69
Note—116p.; Two related reports are LI 001 651 and LI 001 653.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 184 226, MF-\$0.65; HC-\$3.00)
Document Not Available from EDRS.

Descriptors—*Context Clues, Documentation, *Information Processing, *Information Retrieval, *Programming Languages, *Search Strategies

Identifiers—Context Information Processing Project, *QUERY

This report discusses an experimental inquiry into the nature and use of context data. The objective is to explore the implications of a system incorporating context data and, ultimately, to test the utility of context data for meeting the needs of users of information systems. The result of this inquiry has been the establishment of a context data base in machine-readable form for some 300 documents. The context data representing these documents have been obtained and put in machine form for the following entities: cited documents, authors and journals. Approximately 2400 cited documents, 262 authors and 58 journals are represented. A retrieval system (QUERY) capable of processing the context data and retrieving the indicated documents was

developed. Analyses both of the results of this usage and of the relationships that exist between context data and content were made. The report suggests that though the characterization of cited documents and authors is adequate, the characterizations of other entities (journal, society, or organization with which the author is affiliated) is not totally satisfactory, because of the degree of interpretation required. (Author/RM)

ED 031 286 LI 001 653

Smith, Stephen F. Shoffner, Ralph M.
A Comparative Study of Mechanized Search Languages.

California Univ., Berkeley. Inst. of Library Research.
Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jan 69
Note—56p.; Two related reports are LI 001 651 and LI 001 652.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 183 327, MF-\$0.65; HC-\$3.00)
Document Not Available from EDRS.

Descriptors—*Context Clues, *Information Processing, *Information Retrieval, *Man Machine Systems, *Programming Languages, Search Strategies

Identifiers—*Context Information Processing Project, QUERY

This report, resulting from the Context Information Processing Project, is a review of request language and search logic in its present state with the purpose of relating these findings to the design of QUERY (the language described in LI 001 652) and to context information processing needs. A basic assumption is that an information retrieval system should be adapted to the user's method of organizing information, rather than vice versa. Initially, the review attempts to identify as many search languages as possible and to classify these according to their form. A description of each classification, together with a list of the languages so classified, is provided. Later, in the comparative analysis of the capabilities of search languages, only three representative languages are considered. In this analysis, an illustrative English request is given and the equivalent statement in each search language is examined for its ease and power of expression. The effects of each type of request upon the user and the requirements for implementing that request are discussed. The report suggests that though this approach is cumbersome, no formal method has yet been established for measuring search language capabilities. (RM)

ED 031 287 LI 001 655

Herschman, Arthur
A Program for a National Information System for Physics, 1970-1972.

American Inst. of Physics, New York, N.Y.
Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 69
Note—164p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 184 666, MF-\$0.65; HC-\$3.00)
Document Not Available from EDRS.

Descriptors—*Information Dissemination, Information Retrieval, *Information Systems, *Information Utilization, *Physics, Scientists, *Systems Development

Identifiers—AIP, *American Institute of Physics

A program is presented for a National Information System for Physics based on a computerized American Institute of Physics (AIP) Information Service which is designed to augment the element of selectivity of the present information system for user interests. It is proposed that the system be developed in discreet stages, each adding to the capabilities of the system at the prior stage, in such a manner as to make use of the experience gained from pilot operation of one stage in completing the design of the subsequent one. Requirements for, as well as the capability of the AIP to implement the system starting in 1970, are documented. (Author)

ED 031 288 LI 001 656

Jackson, David M.
The Construction of Retrieval Environments and Pseudo-Classifications Based on External Relevance.

Ohio State Univ., Columbus. Computer and Information Science Research Center.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—CISRC-TR-69-3
Pub Date Apr 69

Note—81p.
Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 184 462, MF-\$0.65; HC-\$3.00)

Document Not Available from EDRS.

Descriptors—*Classification, Documentation, *Evaluation, *Information Retrieval, *Relevance (Information Retrieval), Search Strategies

The idea of pseudo-classification based on external relevance is introduced and compared with the more usual classifications derived by associative techniques. A general model for an information retrieval system using term classification is described. The derivation of a set of operators, or perturbations, for adjusting pseudo-classification and preventing their deterioration is given for a particular match function conforming with this model. The use of pseudo-classifications both for the prediction of relevant documents and for the evaluation of retrieval systems with respect to their theoretical optimum is discussed. The concept of the improbability of a retrieval model with respect to its constituent submodels is introduced and elaborated upon. (Author)

ED 031 289 PS 001 921

Fowler, William
Developmental Learning as a Concept in Early Reading.

Chicago Univ., Ill. Laboratory Nursery School.
Pub Date 30 Mar 67

Note—7p.; Paper presented at the biennial meeting of the Society for Research in Child Development, New York, New York, March 30, 1967

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Cognitive Development, *Early Reading, Emotional Development, *Experimental Programs, *Learning Theories, Perceptual Development, Preschool Children, Reading Achievement

Identifiers—Developmental Learning, Gates Primary Reading Test, PPVT

In this study, one hundred 3- to 5-year-olds were selected for reading instruction during regular 12- to 30-minute periods for 4 to 6 months. The program was ordered to establish a high level of sustained daily control over the attentional and motivational processes of the children. Learning tasks were designed to facilitate the child's grasp of concepts critical to mastery of the perceptual-cognitive dimensions of beginning reading. The tasks were also designed to generate both analytic and synthesizing perceptual-cognitive styles to acquire basic structural dimensions. Children were pretested and posttested on word recognition, word generalization, and comprehension in sentence and paragraph reading. Of 63 children who completed the program, 46 learners scored 96 percent on the unit recognition test of reading competence. On word recognition, the total group recognized a mean of 95 percent of all words used. On word generalization, the total group scored a mean of 84 percent. A mean of 93 percent was obtained on sentence reading; and in paragraph reading, means of 92 percent and 81 percent were scored on word recognition and comprehension, respectively. The high word generalizing and comprehension levels suggest the effective involvement of cognitive processes through the analytic-structural approach. (DO)

ED 031 290 PS 001 942

Berke, Melvyn Johnson, Edward E.
The Role of Incentives in Discrimination Learning of Children With Varying Pre-School Experience.

Southern Univ. and Agricultural and Mechanical Coll., Baton Rouge, La.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-4123
Pub Date [67]

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Culturally Disadvantaged, Discrimination Learning, Factor Analysis, Incentive Systems, *Motivation, *Preschool Children, *Program Effectiveness, Reinforcement, Rewards, Task Performance

Identifiers—*Head Start

It was the purpose of this study to ascertain whether the culturally disadvantaged child, who

appeared to adhere to the principle of immediate gratification, had learned, as a function of his participation in Head Start, a more future-related orientation when compared to his non-Head Start counterparts. One hundred and eighty-seven 4- and 5-year-olds, divided among three educational conditions, were given a simple learning task with four conditions of reinforcement. The educational conditions were children with 1 to 3 months of Head Start (I), children with 10 to 12 months of Head Start (II), and children with no Head Start (III). The reinforcement conditions were a light flash, a promise of future reward, an immediate reward (candy), and a token that could be cashed in later. In overall performance, groups I and II were significantly superior to III. Specifically, they were superior under the "promise of a future reward" condition. No significant differences were found between the performances of groups I and II. Group III, however, displayed a significant difference in performance under the "promise" and "immediate reward" conditions, in favor of the latter. (WD)

ED 031 291 PS 001 943

Ormark, Donald R. Edelman, Murray S.
The Development of Early Social Interaction--An Ethological Approach.

Chicago Univ., Ill. Committee on Human Development.
Pub Date Jan 69

Note--11p.
EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--Adjustment (to Environment), Animal Behavior, Behavior Development, *Biological Influences, *Early Childhood, Grade 1, Organization, *Peer Relationship, Peer Teaching, *Social Development, Socialization

Identifiers--Ethological Approach, Umwelt

The ethological approach may become an important methodology in the developmental studies of children. The ethological approach takes into consideration the total world of the child, social and cognitive, when the child's development in that world is analyzed. Information can be obtained both from studies of other primates (for example, the study of the social behavior of monkeys) and from the study of the behavior of children. Examples of the latter include (1) a study of hierarchization in first grade boys, in which it was found that the boys could structure social relations earlier than physical relations; (2) a study of the staring encounter in nursery school and first grade boys, which showed that the nursery school boys did not have a concept of a dominance hierarchy but that the first grade boys did; and (3) a study in cooperative picture drawing, which demonstrated that boys in the first grade would more often integrate their efforts while girls at that age would either imitate each other or draw independently. In this last study, there appeared no sex differences in the way the drawings were done by nursery school children; all were primarily individual efforts. (WD)

ED 031 292 PS 001 944
A Study in Visual-Motor-Perceptual Training in First Grade.

Monmouth County Dept. of Education, Freehold, N.J.

Spons Agency--New Jersey State Dept. of Education, Trenton.
Pub Date [65]

Note--36p.
EDRS Price MF-\$0.25 HC-\$1.90

Descriptors--Case Studies (Education), Control Groups, Experimental Groups, *Experimental Programs, *Grade 1, Longitudinal Studies, *Perceptual Motor Learning, Reading Comprehension, *Sensory Training, Teacher Attitudes

Identifiers--California Achievement Tests, Gates Reading Test, Metropolitan Readiness Test

Research indicates the existence of a relationship between the level of visual perceptual skills in the first grade and academic success in later grades. Special visual-motor training was given to some 275 primary school children with a like number of children acting as a control group. The control group was one grade ahead of the experimental group. Testing at the end of the first year of this study showed the control group scoring significantly higher on academic tests than the experimental group, this result being expected because of the extra year of formal education received by the control group. Test results after

the second year showed no significant differences between the two groups, but the experimental group children appeared to have the faster growth rate. At the end of 3 years, testing again resulted in no significant differences between the two groups. Slower children seemed to have benefited from the special training, whereas the other children generally had not. (WD)

ED 031 293 PS 001 967

Martin, John Henry
Technology and the Education of the Disadvantaged.

Spons Agency--Office of Education (DHEW), Washington, D.C.
Pub Date Nov 68

Note--23p.
EDRS Price MF-\$0.25 HC-\$1.25

Descriptors--*Compensatory Education Programs, Culturally Disadvantaged, *Educational Strategies, *Educational Technology, Films, Intervention, Language Arts, Language Development, Motivation, Multisensory Learning, Program Evaluation, Student Role

Educational intervention programs involving disadvantaged children have not sufficiently succeeded in the remediation of their academic deficiencies. Gains made appear to be very short term and generally unimpressive. Accepting the assumption that the deficiencies are not genetic, one is led to suspect the adequacy of the educational system. Educational technology suggests the following changes: (1) the abandonment of the lock-step procedure for group learning in favor of individual learning and self-pacing, (2) change of the student role from passive to active, (3) the stressing of language learning (that is, talking, reading, and writing), (4) rapid feedback to the students, and (5) change of the motivation for learning from an exercise in competition to a joy in self-enlightenment and discovery. These changes should be made through emphasis on multisensory learning and learner manipulation of the learning environment. (WD)

ED 031 294 PS 001 979

Brophy, Jere Edward
Mothers as Teachers of Their Own Preschool Children: The Influence of Socio-Economic Status and Task Structure on Teaching Specificity.

Texas Univ., Austin.
Spons Agency--Childrens Bureau (DHEW), Washington, D.C.; Ford Foundation, New York, N.Y.

Pub Date Feb 69
Note--26p.; Portions of paper presented at the annual meetings of the American Educational Research Association, Los Angeles, Calif., February 6, 1969

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors--Mother Attitudes, *Mothers, Negro Mothers, Parental Background, *Parent Child Relationship, Preschool Children, *Socioeconomic Status, Success Factors, Task Performance, *Teaching Styles, Teaching Techniques

This study investigated the degree to which mothers of 4-year-old children placed specific behavior of their children in a meaningful context and whether such degree was a function of the socioeconomic status (SES) of the mother and/or of the particular situation involved. The subjects were 137 mother-child pairs of Negroes, who ranged in SES from middle class to lower-lower class. The mother was observed during a structured interaction (with her child), in which the mother attempted to teach her child a block sorting task. For purposes of data collection, the task was divided into sections or "situations." It was found that the degree of informational specificity in the mothers' communications varied both with social status and with the sections of the task. The middle class mothers generally scored highest on specificity. Sharp differences in the amount of meaningful activity between mother and child were found for (1) stimulating or enriching activity, (2) complex or abstract activity, and (3) teaching desired behavior, rather than just eliminating undesired behavior. The data favored the higher SES mothers. (WD)

ED 031 295 PS 001 981

Fargo, George A. And Others
Evaluation of an Interdisciplinary Approach to Prevention of Early School Failure. Follow-Up Study, Final Report.

Hawaii Univ., Honolulu.

Spons Agency--Office of Education (DHEW), Washington, D.C.

Pub Date Aug 68

Note--51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors--Behavior Rating Scales, Clinical Diagnosis, *Compensatory Education Programs, Educational Diagnosis, Exceptional Children, Failure Factors, *Interdisciplinary Approach, *Intervention, *Kindergarten Children, Predictive Ability (Testing), Preschool Programs, Psychological Evaluation, *Tutorial Programs

Identifiers--Behavior Rating Scale, Frostig Developmental Test of Visual Perception, *Head Start, ITPA, PPVT, Stanford Binet

Forty-two preschool children participated in this 2-year Head Start research project conducted at the University of Hawaii. The objectives of the overall project were (1) to focus interest on the need for early intervention with poorly-functioning preschool children with the intent to offer services of a preventive rather than remedial function; (2) to demonstrate the need for and value of an interdisciplinary approach to diagnosis and educational planning; and (3) to serve as a training function for prospective teachers and pediatric residents. Two other objectives were added for the second, or followup, year of the project: (1) assessment of the ability of the members of the original disciplinary team to predict success in school at the preschool level and (2) assessment of the progress of problem children who received the special education intervention. The objectives were successfully realized, and it was found that there was a need for more interdisciplinary services for children in Hawaii and a need for early identification of and educational and medical intervention with high-risk children. (WD)

ED 031 296 PS 001 982

Rebelsky, Freda Abeles, Gina
Infancy in Holland: The First Three Months.

Boston Univ., Mass. Headstart Evaluation and Research Center.
Spons Agency--Office of Economic Opportunity, Washington, D.C.

Report No--OEO-4116

Pub Date 1 Nov 68

Note--23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors--Child Development, *Child Rearing, Comparative Analysis, *Cross Cultural Studies, Early Experience, Family Relationship, Foreign Countries, Foreign Culture, *Infancy, Infants, Middle Class Mothers, Parent Child Relationship, *Sociocultural Patterns

Identifiers--Holland

Ten normal white babies of middle class parents from the United States and 11 from Holland were observed for one 3-hour period every 2 weeks for the first 3 months of life. The observation form called for an observation about every 5 minutes, about 36 observations per visit. Although all the data on the American babies have not been completely analyzed, some results are available. The early environments of the Dutch and American babies were different. The Dutch babies were kept in a cool room and dressed more heavily than the American babies, who were kept in warmer rooms. The Dutch mothers spent less time responding to their babies than American mothers but did tend to respond to boys more than girls. The feeding schedule for Dutch babies was more rigidly structured and the feeding time was shorter than for the American babies. It was found that those babies in the Dutch sample whose mothers performed the most actions towards them tended to do less negative vocalizing. U.S. babies tended to make more pleasant vocalizations than Dutch babies. The Dutch babies sucked their thumbs more than U.S. babies. The relatively infrequent interaction of Dutch mothers with their babies and the lack of visual stimulation in the babies' environments do not appear to produce any damage in the Dutch children, however, contrary to the predictions of some theorists. (WD)

ED 031 297 PS 001 985

Blum, Abraham H. Adcock, Carolyn
Successful Number Conservation Training.

Pub Date Feb 69

Note--6p.; Paper presented at the annual meeting of the American Educational and Research Association, Los Angeles, California, February, 1969

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Cognitive Development, Concept Teaching, *Conservation (Concept), Grade 1, Grade 2, Mathematical Concepts, Mathematics Education, *Number Concepts, *Teaching Techniques
Identifiers—Piaget

To investigate the efficacy of a training procedure designed to facilitate the attainment of the mathematical concept of number conservation, 43 children from grades 1 and 2 were tested for their ability to conserve. Some of the pupils were found to be nonconservers; some, transitional conservers; and some, conservers. Pupils of the first two groups were divided into a training and control group. The training group received special sessions dealing with number conservation; the control group did not. It was found that although the older children had more initial conservers, both the younger and older children responded similarly to the training program. The training group children all learned how to conserve. The control group remained generally unable to perform conservation tasks. Retesting indicated that the abilities gained from the training sessions were surprisingly permanent. (WD)

ED 031 298 PS 001 989

Flapan, Dorothy
Children's Understanding of Social Interaction.
Columbia Univ., New York, N.Y. Teachers College.
Pub Date 68
Note—93p.

Available from—Teachers College Press, Teachers College, Columbia University, 525 West 120th St., New York, New York 10027 (\$3.95)

Document Not Available from EDRS.

Descriptors—Adults, *Behavioral Science Research, Behavior Patterns, *Child Development, Content Analysis, Females, Film Study, Interaction Process Analysis, Interpersonal Competence, Motivation, Psychological Patterns, *Social Development, Social Relations

To investigate children's ability to describe and make inferences about feelings, thoughts, and intentions that occur in interpersonal relationships, 60 middle class girls were divided into three age groups: 6, 9, and 12 years. Each group viewed two sections of a movie portraying episodes of social interaction. After each section, the children gave an account of the episodes in their own words and then answered specific questions. Developmental trends of descriptions appeared in the children's accounts. Wherever there were statistical differences between 6- and 12-year-olds, there were statistical differences between 6- and 9-year-olds. Older children gave more causal explanations. Between ages 6 and 9, shifts occurred in the kinds of explanations offered and inferences of feelings made. When responses to specific questions were scored on a three-point scale of complexity, developmental trends occurred in responses explaining behavior and naming feelings. A content analysis of the children's accounts and responses to specific questions revealed that 6-year-olds tended to mention actions and describe scenes, whereas the older groups reported adult communications and feelings and were better able to answer specific questions on adult motivations. The study suggested that an important transitional phase in understanding social interaction occurs between the ages of 6 and 9. (JS)

ED 031 299 PS 001 995

Farley, Frank H. Manske, Mary E.
The Relationship of Individual Differences in the Orienting Response to Complex Learning in Kindergarten.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 9 Feb 69

Note—12p; Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, Calif., February 6-9, 1969

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Aural Stimuli, Discrimination Learning, *Individual Differences, Kindergarten Children, *Learning Processes, Measurement Techniques, *Paired Associate Learning, *Physiology, Pictorial Stimuli, Response Mode, *Sex Differences

Identifiers—*Orienting Response

Heart rate change was used as the index of the orienting response (OR) of 102 kindergarten children. Heart rate change was measured by recording heart rate upon the presentation of tones. 15 similar tones followed by a different, 16th tone, were used. From this data the children were divided into high, medium, or low orientors. Following the "OR" testing session, 96 subjects received two pictorial analogues of verbal discrimination tasks. Subsequently, 65 subjects received a paired-associate (P-A) task. Learning on these tasks, when related to "OR" classification, showed that low "OR" males and medium "OR" females performed best, while medium "OR" males and low "OR" females performed worst. This finding was significant for the P-A task, indicating a relationship between "OR" classification and learning performance on this particular P-A task. It is difficult to explain the fact that performance was reversed between the sexes. (WD)

ED 031 300 PS 002 002

Aspy, David N.
The Effect of Teachers' Inferred Self Concept Upon Student Achievement.

Florida Univ., Gainesville.

Pub Date [69]

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Elementary School Teachers, *Self Concept, *Student Improvement, *Teacher Characteristics, Teacher Evaluation, *Teacher Influence, Teacher Rating

Identifiers—Stanford Achievement Test, Tylers Ideal Real Self Q Sort

A study was conducted to determine if students with teachers of high self-concepts achieved greater gains than students with teachers of low self-concepts. Six third-grade teachers were observed one hour in September and another hour in March during a reading lesson, by three raters who completed a checklist designed to assess self-concept. Twenty students from each class were selected by IQ and sex. Five subtests of the Stanford Achievement Test were administered as pretests and posttests. A positive relationship between teacher self-concept and student achievement gains was observed on subtests of paragraph meaning, language, word meaning, and word study skills, and was statistically significant at or above the .05 level. On the spelling subtest, teacher self-concept was related negatively to the test score gains, but the relationship was not statistically significant at or above the .05 level. On the spelling subtest, teacher self-concept was related negatively to the test score gains, but the relationship was not statistically significant at the .05 level. Further studies should be conducted. References and behavior rating scales are included. (JS)

ED 031 301 PS 002 003

Formanek, Ruth
Encouraging Students' Research on Cognitive Development.

Hofstra Univ., Hempstead, N.Y.

Pub Date Feb 69

Note—10p; Paper presented at the American Educational Research Association Symposium on "Teaching Piagetian Theory a la Piaget," Los Angeles, California, February, 1969

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Cognitive Development, *College Programs, *Fellowships, Language Development, Research Projects, *Student Research, Teacher Education, *Teacher Programs

Identifiers—Hofstra University, Miller Analogies Test, Piaget

The Experienced Teacher Fellowship Program at Hofstra University involves the participants in investigating the structure, claims, and methodologies of the natural sciences, mathematics, social sciences, and the psychological findings of Piagetian-oriented cognitive development studies. The Fellows in the program form groups to decide on research topics, some of which have resulted in studies of (1) conservation of quantity in first grade children, (2) the level of moral judgments of children enrolled or not enrolled, in a school of the Ethical Culture Society, and (3) the attitudes of lower-class children and middle-class children toward policemen, fathers, mothers, and teachers. (WD)

ED 031 302 PS 002 009

Stephens, Beth And Others
The Factorial Structure of Reasoning, Moral Judgment, and Moral Conduct.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date [68]

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Cognitive Ability, Conservation (Concept), *Correlation, *Factor Analysis, Factor Structure, Intelligence Tests, Logical Thinking, Mental Retardation, *Moral Values, *Retarded Children, Standardized Tests

Identifiers—Piaget, Warners Index of Social Characteristics, Wechsler Intelligence Scales For Children, Wide Range Achievement Test

Two factor analyses were conducted on data obtained from measurements of the reasoning, moral judgment, and moral conduct of 75 retarded and 75 normal subjects ranging in age from 6 to 18 years. One factor analysis sought to determine relationships between the reasoning variables and standard measures of intelligence and achievement. A second factor analysis was performed to determine the relationships among moral conduct, moral judgment, and reasoning variables. Results of the first factor analysis indicated that Piagetian operativity, as determined by measures of conservation, does measure performance distinct from that measured by the Wechsler Scales and Wide Range Achievement Test. The second factor analysis revealed that in most instances skill in cognitive areas was not highly correlated with acts of moral conduct or with moral judgment. Nor were teacher ratings on moral character highly correlated with observed conduct or expressed views on morality. (WD)

ED 031 303 PS 002 012

Carey, Russel L. Steffe, Leslie P.

A Study of the Interrelationships of Conservation of Length Relations, Conservations of Length, and Transitivity of Length Relations of the Age of Four and Five Years.

Georgia Univ., Athens.

Pub Date 69

Note—14p; Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, Calif., February, 1969

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Cognitive Development, Cognitive Processes, *Concept Formation, *Concept Teaching, *Conservation (Concept), Geometric Concepts, Logical Thinking, *Preschool Children

Identifiers—Piaget

Three units of instruction were given to 20 four-year-old children and 34 five-year-old children. Unit I was designed to develop the children's ability to establish a length relation between curved lines; Unit II, to develop ability to conserve length; and Unit III, to develop ability to conserve length relations. Testing of the children occurred between Units I and II, and after Unit III. Three tests were administered during the testing session: (1) a six-item test designed to measure the children's ability to conserve length; (2) an 18-item test to measure the children's ability to conserve length relations; and (3) a six-item test to measure the children's ability to deal with transitivity of length. The test results indicated that (1) the ability to conserve length as measured in this study is not a necessary or sufficient condition for the ability to use transitivity of length; (2) ability to conserve length relations may be necessary for transitivity; and (3) ability to conserve length is not a necessary or sufficient condition for conservation of length relations. (WD)

ED 031 304 PS 002 027

Rohwer, William D., Jr.
Intelligence Quotient Versus Learning Quotient: Implications for Elementary Curricula.

California Univ., Berkeley. Inst. of Human Learning.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No—OEO-2402

Pub Date [69]

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—*Academic Ability, Academic Achievement, Caucasians, Comparative Analy-

sis, Educationally Disadvantaged, Elementary School Students, Intelligence Quotient, Kindergarten Children, *Learning Difficulties, Low Achievement Factors, Negroes, Paired Associate Learning, *Racial Differences
Identifiers—Learning Quotient, Peabody Picture Vocabulary Test, PPVT, Raven Progressive Matrices

Research data consistently demonstrates that white school children score higher on tests of academic ability than Negro children of the same age and grade level, and that this discrepancy increases with time. Is this discrepancy due to a lack of learning proficiency on the part of Negro children or to a lack of learning opportunity? In an attempt to answer this question, 48 lower class Negro children and 48 upper-middle class white children from kindergarten, first, and third grade were given (1) a paired-associate (P-A) task, (2) the Peabody Picture Vocabulary Test, and (3) the Raven Progressive Matrices test. The latter two tests are used to measure intelligence, while the P-A task measures learning proficiency. The test results showed that the white children performed significantly better than the Negro children on tests (2) and (3). The P-A data showed a small discrepancy between the two groups (diminishing in magnitude with increasing grade level) which suggested that the tested Negro children should have learned as well as the white group. Lack of skill in learning tactics appears to be the main handicap of these children as they continued to improve on P-A tasks with practice while the other group did not. Instructional programs that are concrete, explicit, and specific offer the most to lower class children who need skill mastery. Tests to measure learning proficiency must also be developed. (WD)

ED 031 305 PS 002 034

Ball, Barbara And Others
Independent and Small Group Activities for Social Studies in the Primary Grades.

Santa Monica Unified School District, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date 68

Note—113p.

EDRS Price MF-\$0.50 HC-\$5.75

Descriptors—*Geography, Grouping Procedures, Individual Activities, Individual Instruction, Map Skills, *Primary Grades, *Social Studies, *Teaching Guides, Teaching Techniques
Identifiers—Santa Monica California

A teachers' guide for social studies, this manual stresses geography curriculum and activities for the primary grades. It is suggested that a teacher work with one group while the other children work individually. Children first work independently for a team, and then progress to less structured small group activities. Positive reinforcement by the teacher is encouraged. The regions of Santa Monica, California, including residential and commercial areas, industrial areas, harbors, and historical sites are the objects of study. This manual, however, is not limited to any region; its units are applicable universally. Specific teaching instructions for each unit on a specific geographic area are given. Pupils, after observing pictures and aerial photographs, construct maps which they may later re-design. Maps are labeled using symbols to indicate districts, occupations, landforms, streets, and signs. Multi-text readings, stories, tapes, field trips, games, written and oral reports, and guest speakers are frequently utilized. Art, science, language arts, and geology activities, if they relate to the geography studied, are suggested in each unit. (DR)

ED 031 306 PS 002 056

Feldman, Carol Fleisher

Concept Formation in Children: A Study Using Nonsense Stimuli and a Free-Sort Task.

Early Education Research Center, Chicago, Ill.; National Lab. on Early Childhood Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Labs.

Report No.—NLECE-70706-WG-1

Pub Date [69]

Contract—OEC-3-7-070706-3118

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Classification, *Cluster Grouping, *Cognitive Development, Concept Formation, Group Structure, Learning Processes, *Sorting Procedures, Task Performance

To investigate how a child organizes new objects and how categories function for a child, twelve 6- and twelve 8-year-olds were individually given several sorting tasks involving 21 three-dimensional nonsense objects. The child was exposed to all the objects; three objects were pointed out and withdrawn; and then the child was asked to describe them. The child grouped all 21 objects as he thought they should go together. After grouping, the items were mixed and the child was shown one of the three objects he described earlier. He stated to which group it belonged, and why. Again the object was withdrawn and the child described it and finally he regrouped the objects as they had previously been arranged. Part II of the study was divided into two conditions: (1) the child named five objects, and (2) no names were given. Eight new objects were added to the five and the child was asked to find the original five. The results indicated that (1) the sorting processes of the 8-year-olds were more homogeneous than those of the 6-year-olds, (2) the older children used more groups and recalled sorting better, (3) naming objects improved recall of the objects for 6-year-olds, but did not specifically help the 8-year-olds, and (4) categorization induced the 6-year-olds to notice new aspects of an object but to ignore previously noticed attributes of the objects, while 8-year-olds simply ignored the attributes of the objects. (WD)

ED 031 307 PS 002 057

Feldman, Carol Shen, Michael

Some Language-Related Cognitive Advantages of Bilingual Five Year Olds.

Early Education Research Center, Chicago, Ill.; National Lab. on Early Childhood Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Labs.

Report No.—NLECE-70706-WG-4

Pub Date [69]

Contract—OEC-3-7-070706-3118

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Bilingualism, Bilingual Students, Caucasian Students, Child Language, *Cognitive Development, Cognitive Processes, *Language Development, *Language Research, Language Skills, Mexican Americans, Negro Students, Preschool Children
Identifiers—Head Start

Fifteen bilingual and 15 monolingual Head Start children, ranging in age from 4 to 6, were administered three types of tasks: (1) object constancy task: subject was shown a common object, a transformation was done on the object, e.g., crushing a paper cup, and then that object plus an identical pre-transformed object, were shown to the subject and he was asked to pick out the first object; (2) naming task: subject was asked to use object labels under three conditions: use of the common name, use of a nonsense name, and use of switched common names; and (3) a sentence task: subject was required to use the three label conditions (2) in simple relational sentences. It was hypothesized that (1) bilinguals would perform better than monolinguals on all three tasks, and (2) that for all subjects, task (1) would be easier than (2) which would be easier than (3). Both hypotheses were supported by the gross data. It was found that bilinguals, although better at using names in relational statements, were not better than monolinguals in the use of common names alone nor nonsense names alone. Also, bilinguals performed consistently better than monolinguals where nonverbal pointing responses were required, but not where spoken responses were required. It was suggested that having a notion of meaning as a function of use facilitates acquisition of the ability of young children to use labels in sentences. (WD)

ED 031 308 PS 002 058

Katz, Lilian G. Weir, Mary K.

Help for Teachers in Preschools: A Proposal.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; National Lab. on Early Childhood Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Labs.

Report No.—NLECE-E-A-O-U-23

Pub Date May 69

Contract—OEC-3-7-070706-3118

Note—10p.; Based on a paper presented at the annual meeting of the Midwest Association for the Education of Young Children, St. Louis, Missouri, May, 1969

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Early Childhood Education, *Inservice Teacher Education, Institutional Role, Preschool Education, *Preschool Teachers, Teacher Education, Teacher Improvement, Teacher Qualifications, *Training Objectives

An educational issue today concerns the quality of teaching in preschools. Many additional preschool teachers will be required in the next few years to meet the increased enrollments in preschool programs. Not only must proper training programs for future teachers be designed, but it has been noted that most people now teaching preschool children have not had proper training for the job. Personnel and training crises are currently relieved by: (1) federally funded institutes and fellowship programs, (2) the Regional Training Office for Head Start programs, (3) technical consultants who visit classrooms, and (4) itinerant trainers who are experienced preschool educators traveling through remote communities demonstrating techniques and skills. However, programs that provide inservice education unfortunately provide only minimal contact with classrooms. Evidence reveals that new teachers need help in their classrooms from trainers who can answer concrete "how to" questions. Emphasis should be transposed from inservice training to inservice helping. Colleges, universities, professional associations of preschool teachers, etc., should explore and refine inservice helping strategies. Expansion and strengthening of the Regional Training Office for Head Start would increase the inservice helping resources already available. (WD)

ED 031 309 PS 002 059

Hess, Robert D.

Maternal Behavior and the Development of Reading Readiness in Urban Negro Children.

Early Education Research Center, Chicago, Ill.; National Lab. on Early Childhood Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Labs.

Report No.—NLECE-70706-XG-9

Pub Date [69]

Contract—OEC-3-7-070706-3118

Note—28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Cognitive Development, Environmental Influences, *Family Environment, Language Fluency, Mother Attitudes, Motivation, *Negro Mothers, Parent Child Relationship, *Parent Influence, *Preschool Children, Reading Development, *Reading Readiness, Teaching Styles, Urban Environment

In this paper the effects of environmental influences upon the development of reading readiness in young children were discussed. It was assumed that the effects of social, cultural, and economic factors on a preschool child are mediated in a large part through adults closely involved with the child's life. One hundred sixty Negro mothers and their 4-year-old children, representing four social status levels, were selected as subjects. Observations of the subjects and questionnaire data showed that maternal behavior and physical environment do influence the child's early cognitive and academic development. Children were affected by (1) degree of crowding in the living quarters, (2) use of home resources by the mother to aid the child's cognitive growth, (3) amount of time a mother reads to a child, (4) mother's participation in outside activities, (5) mother's feelings of effectiveness in dealing with life, (6) regulation of behavior strategies used by the mother, (7) maternal teaching style when attempting to show the child how to do something, (8) mother's affective behavior, and (9) to some extent, the mother's own language facility. To the extent that these factors affect the child's cognitive development, they appear to include the motivational and other abilities involved in learning to read. (WD)

ED 031 310 PS 002 067

Hirsch, Jay G. Borowitz, Gene H.

Personality Development in Disadvantaged Four-Year-Old Boys: Observations With Play Techniques.

Institute for Juvenile Research, Chicago, Ill.

Spons Agency—Illinois State Dept. of Mental Health; Kenneth F. Montgomery Charitable Foundation, Chicago, Ill.

Pub Date 67

Note—10p.; Paper presented at the meeting of the Society for Research in Child Development, New York, New York, March 30, 1967

Journal Cit—Research Report; v4 n5 1967. (Institute for Juvenile Research, 322 E. Ohio St., Chicago, Illinois 60611)

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Cognitive Development, *Culturally Disadvantaged, *Individual Differences, Males, Observation, *Personality Development, *Preschool Children, Psychological Evaluation, Psychological Studies, Socialization, Verbal Ability

Thirty-one 4-year-old Negro boys attending a research preschool in Chicago were observed during a play session. Preliminary evaluation of the data from the observations indicated a marked heterogeneity in the subjects with regard to verbal facility, cognitive development, and quality and nature of object relationships. Poor correlation was found between degree of verbal facility and level of cognitive development. The children fell into three groups: (1) probable future academic achievers, (2) probable non-achievers, and (3) difficult-to-predict. Group (1) showed concern over state-appropriate developmental issues, a minimum of conflict regarding earlier stages, and a capacity to move toward an integrative resolution, and showed superior cognitive differentiation. Group (2) manifested minimal concern over development, substantial conflicts regarding earlier stages, and disintegration. Group (3) showed varying degrees to both good and bad characteristics. There is wide variation in the individual personality development of the disadvantaged. Explanations of underachievement, measured only by cognitive and/or language factors, is adequate. There is a great need for study on the relationship of the socialization process during the first four years of life to later academic achievement. (WD)

ED 031 311 PS 002 068

Stern, Carolyn Teager, Joyce
Information Value of Feedback With Preschool Children.

California Univ., Los Angeles.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 68

Contract—OEC-5-85-045

Note—8p; Paper presented at the California Educational Research Association, San Francisco, California, March, 1968

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Concept Teaching, Culturally Disadvantaged, *Feedback, Hypothesis Testing, Information Utilization, *Learning Processes, Motivation, Performance Factors, Pilot Projects, *Preschool Children, *Reinforcement

Identifiers—Edwards Multiple Categorization Test, Peabody Picture Vocabulary Test, PPVT
Nineteen Negro children, ages 5 to 5 1/2, were divided into four treatment groups to study the value of feedback to learning. Group I received feedback on correct and incorrect responses on a simple concept identification task. Group II received information only on correct answers. Group III were given the same task as I and II, but received no feedback. Group IV did not have any task practice between testing sessions. All children were pre- and posttested with the Peabody Picture Vocabulary Test, and given a transfer test, the Edwards Multiple Categorization Test, after the training period. The results showed that although Group II happened to have a higher mental age than Group I, the performance of the two groups on the concept identification task was not significantly different. The performance of Group I on the transfer test was superior to that of all other groups. Although the population was small, and the program content was insufficiently challenging to provide definitive results, it appears that preschool children are able to look at feedback as information and to profit from such guidance in concept identification. Further study is indicated. (WD)

ED 031 312 PS 002 095

White, Doris, Comp.
Multi-ethnic Books for Head Start Children. Part 1: Black and Integrated Literature.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; National Lab. on Early Childhood Education, Urbana, Ill. National Coordination Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Labs.

Pub Date 69

Contract—OEC-3-7-0706-3118

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—*Annotated Bibliographies, *Booklists, *Childrens Books, Films, Grade 1, Grade 2, Kindergarten, Multicultural Textbooks, *Negro Literature, Phonograph Records, Publishing Industry
Identifiers—Head Start

The purpose of this annotated bibliography is to direct adults toward the selection of "black" and "integrated" literature for all children. The children's books which are included are designed for an independent reading level of kindergarten through about the second grade. However, these books can be read to nursery-school children. The booklet also contains sections on adult background reading, addresses of publishers, and records and films. (WD)

ED 031 313 24 PS 002 102

Bommarito, James W.

Verbal Reinforcement as an Adjustment Predictor with Kindergarten Children. Final Report.

Illinois State Univ., Normal.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-E-098

Pub Date Dec 68

Grant—OEG-0-8-0098-1910-010

Note—136p.

EDRS Price MF-\$0.75 HC-\$6.90

Descriptors—Discrimination Learning, *Emotional Adjustment, *Emotionally Disturbed Children, Kindergarten Children, Negative Reinforcement, Personality Tests, *Predictive Ability (Testing), *Screening Tests, Socialization, Socioeconomic Status, Task Performance, *Verbal Operant Conditioning

Identifiers—Peabody Picture Vocabulary Test

In an attempt to develop an instrument to screen emotionally disturbed children, a study was designed to verify and extend previous research findings. These findings indicated that adjusted children in kindergarten exhibited greater conditionality on a simple discrimination learning task than maladjusted pupils under a process of continuous mild verbal punishment for every undesirable response. Of the 224 children randomly selected with stratification for sex, 30 were chosen for each group (adjusted and maladjusted) on the basis of extreme scores on three personality scales, the Problem Checklist, the Behavior Checklist, and the Minnesota Scale. The experimental task itself involved a choice between a picture of a human and a picture of a toy with a verbal "that's bad" from the examiner contingent on each toy choice. A subject's score was his increase in human choices from his first to his fourth block of 25 trials. The influence of several intervening variables was evaluated: verbal reinforcement as an effective punishment (significant and cumulative in effect); correlation of mental age, as reassured by the Peabody Picture Vocabulary Test, to task score (insignificant); examiner effects (insignificant); and correlation of task score to socioeconomic status (insignificant). A reevaluation of the data after the study partially supported the main hypothesis. (MH)

ED 031 314 PS 002 103

Hillery, Milton C. And Others

A Descriptive Study of Cognitive and Affective Trends Differentiating Selected Groups of Preschool Children.

Wisconsin Univ., Milwaukee.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No—OEO-1401

Pub Date 69

Note—169p.

EDRS Price MF-\$0.75 HC-\$8.55

Descriptors—Cognitive Development, Cognitive Measurement, Compensatory Education Programs, Concept Formation, Culturally Advantaged, *Culturally Disadvantaged, Emotional Development, *Individual Characteristics, Language Development, Perceptual Development, *Preschool Children, *Program Evaluation, Rural Urban Differences, Self Concept, *Testing Programs

Identifiers—*Head Start

The purpose of the study was to describe ways in which disadvantaged children differ from their more advantaged peers in the areas of cognitive and affective developmental patterns, and to use this description to restructure curricular experiences for disadvantaged children. Five groups of approximately 30 preschool children each

were tested three times with a battery of instruments. The instrument package, broken down into seven subtests, was designed to test a variety of developmental tasks. The appendices describe the instruments used. Disadvantaged groups of children performed at lower levels in all measured areas of cognitive functioning, contrary to the investigators' expectations. Therefore, areas of serious deficit must be identified and tasks designed to build and improve these areas. The effects attributable to Head Start seem to be those changes which occur during the first weeks of any formal school program. Improvement in self-concept occurred in two of the five groups, which may be attributed to the integration of disadvantaged with advantaged children in those groups. Advantaged children are currently excluded from needed programs. Economic criteria provide an inaccurate basis for the allocation of funds to equalize educational opportunity, thus funding should be allocated according to the needs of diverse groups. (DR)

ED 031 315 PS 002 110

Milligan, Jerry L.

A Study of the Effects of a Group Language Development Program Upon the Psycholinguistic Abilities and Later Beginning Reading Success of Kindergarten Children.

Washington State Univ., Pullman.

Pub Date [65]

Note—9p.

EDRS Price MF-\$0.25 HC-\$5.55

Descriptors—Beginning Reading, Comparative Analysis, *Experimental Programs, *Instructional Materials, *Kindergarten Children, *Language Development, Language Skills, *Program Effectiveness, Psycholinguistics, Reading Comprehension, Word Recognition

Identifiers—Gates MacGinitie Reading Tests, Illinois Test of Psycholinguistic Abilities, ITPA, *Peabody Language Development Kit

In this study, the Peabody Language Development Kit, originally designed for culturally deprived and mentally retarded children, was tested to see how it affected the psycholinguistic abilities and beginning reading development of normal children. Ninety-seven kindergartners were randomly divided into an experimental group who used the Peabody Kit and a control group taught language skills by conventional methods. The experimental treatment emphasized (1) oral expression, (2) divergent thinking, (3) use of spoken analogy, (4) automatic use of inflectional endings, (5) auditory memory, and (6) visual memory. The control treatment stressed convergent thinking and tasks requiring paper and pencil responses on the part of the child. At the end of the 24-week treatment period a random sample of 30 subjects from each group was given the Illinois Test of Psycholinguistic Abilities. The experimental group performed significantly better than the control group, especially in the Auditory-Vocal Association and the Vocal Encoding subtests. The subjects were randomly distributed (control and experimental groups together) into first grade classes for training in the Ginn Basic Reader. At the end of the year, the same sample of 30 subjects from each group was given the Gates-MacGinitie Reading Test. There was no significant difference between groups. (MH)

ED 031 316 RC 002 563

[English Program for Agricultural Migrant Workers.]

Puerto Rico Commonwealth, New York, N.Y. Dept. of Labor.

Pub Date 58

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Adjustment Problems, *Adult Basic Education, Audiovisual Aids, Bilingual Teachers, Employer Employee Relationship, *English (Second Language), Language Programs, Migrant Education, *Migrant Workers, *Puerto Ricans, Social Adjustment, *Spanish Speaking, Teacher Selection, Teaching Techniques

By legislative action in June 1958, the Commonwealth of Puerto Rico initiated a program to teach English as a second language to Spanish-speaking migrant workers. The purpose of the program is to improve employer-employee relationships and to help the agricultural migrant adjust to the English-oriented community when he is seasonally employed in the continental United

States. Formal classes (vocabulary and language patterns), orientation periods (local laws, current events, consumer education), and recreational activities (games, sports, visits) are the 3 phases of the program. Lessons are divided into 3 groups providing for varying degrees of knowledge of English. Procedures for teaching including use of audiovisual aids are included. (JH)

ED 031 317 **RC 002 940**
Ablon, Joan

Relocated American Indians in the San Francisco Bay Area.

Society for Applied Anthropology, Lexington, Ky. Pub Date 64

Note—10p.; Reprint from Human Organization, Vol. 23, No. 4, Winter 1964.

Journal Cit—Human Organization; v23 n4 Winter 1964

Document Not Available from EDRS.

Descriptors—Acculturation, *American Indians, Attitudes, Ethnic Grouping, Family Relationship, Group Dynamics, Identification (Psychological), *Interaction, Metropolitan Areas, Migration, Minority Groups, Relocation, *Rural Urban Differences, Self Concept, Social Adjustment, *Social Isolation, Social Organizations, *Urbanization

Identifiers—*San Francisco Bay Area

American Indians who come to the San Francisco Bay Area choose to associate primarily with other Indians of their own or differing tribes in both informal and formal social interaction. Urbanization of Indians occurs on a large scale because of government relocation programs; however, the background in small rural folk communities creates a dependent relationship with the white world. After primary adjustment to the metropolitan centers in the Bay Area, most Indians form the closest ties with relatives. Informal Indian social interaction, such as home visiting and family gatherings, occurs frequently. Formal Indian interaction consists of 16 organizations which hold regular activities, such as Indian dances and pow-wows; but an actual, well-organized Indian community does not exist. Three characteristic attitudes of Indians as a minority group toward whites are: (1) suspicion; (2) potential dependency; and (3) fear of white rejection. It appears that rather than an assimilation into the white community, a neo-Indian social identity is emerging which is pan-Indian in its orientation. (JAM)

ED 031 318 **32** **RC 003 043**

A Kindergarten Curriculum Guide for Indian Children: A Bilingual-Bicultural Approach.

National Association for the Education of Young Children, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Pub Date Sep 68

Note—145p.

EDRS Price MF-\$0.75 HC-\$7.35

Descriptors—*American Indians, *Bilingual Education, Course Content, *Cultural Interrelationships, Culturally Disadvantaged, *Curriculum Guides, Curriculum Planning, Early Childhood Education, Early Experience, English (Second Language), Enrichment Experience, *Kindergarten, Navaho, Parent Participation, Preschool Curriculum, Preschool Education, Preschool Programs, Socially Disadvantaged

Identifiers—*Navajos

A bilingual and bicultural approach is presented for teaching Navajo Indian students by enhancing and utilizing the familiar while broadening and enriching the students' experiences related to the larger American culture. Information is given on the significance of early learning, physical and mental aspects of the five year old, articulation of early childhood experiences, and the role of the staff in early education. Curriculum experiences are outlined for language and concept development, social living, mathematics, music, natural and physical concepts, health and safety, foods, and aesthetic appreciation. The importance of the supportive services and parental and community involvement in the kindergarten program are also emphasized. The appendices and bibliography include enrichment materials, guidelines for space utilization and equipment requirements, and examples of forms and materials. (DK)

ED 031 319 **32** **RC 003 194**

Michael, Alice, Ed.

Migrant Education Handbook.

California State Dept. of Education, Sacramento.

Office of Compensatory Education.; Monterey County Office of Education, Salinas, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 67

Note—77p.

Available from—Monterey County Office of Education, 132 W. Market Street, Salinas, California 93901.

EDRS Price MF-\$0.50 HC-\$3.95

Descriptors—Acculturation, Art Activities, Childrens Books, *Culturally Disadvantaged, Economically Disadvantaged, Elementary Grades, Elementary School Curriculum, *Mexican Americans, *Migrant Child Education, Music Activities, *Oral English, Physical Education, Reading Development, *Spanish Speaking, Student Placement, Teacher Aides

The handbook is directed to teachers of economically and culturally deprived, Spanish-speaking migrant pupils having a limited command or a complete lack of English. Several suggestions are given for providing a wide range of opportunities for meaningful oral communication as a means of overcoming this obstacle and promoting the use of standard English. Among the suggested activities are the use of real and vicarious activities, reading aloud, art and music activities, and health and physical education activities. Techniques are presented for using these activities to develop social growth as well as reading and/or self concept. Methods of correcting special learning problems and the problems of school placement of the migrant child are recommended. Briefly treated are the advantages of having teacher aides and characteristics of persons best equipped to work as aides. Emphasis is placed on involving Mexican American parents by home visitation. Short bibliographies are provided. (CM)

ED 031 320 **RC 003 429**

Eldington, Everett D. Angel, Frank

Recruitment of Spanish-Speaking Students into Higher Education.

California State Coll., Long Beach.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 69

Note—23p.; Papers presented at Conference on Increasing Opportunities for Mexican American Students in Higher Education (Long Beach, California, May 15-17, 1969).

Available from—Dr. Mayer J. Franklin, School of Education, California State College, Long Beach, California 90801.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Academic Aspiration, College Admission, *College Preparation, Counseling Programs, *Enrollment Influences, Federal Programs, Financial Needs, Financial Support, *Higher Education, *Mexican Americans, *Recruitment, Social Discrimination, Spanish Speaking, Special Programs, Teacher Education

The problems of recruiting Mexican American students into colleges and universities are pointed out in these two papers. Eldington's paper (title given) discusses teacher education, curriculum development, counseling programs, college entrance requirements, and the need for change and study in these areas with regard to Spanish-speaking students. Programs of financial aid and educational opportunities for Mexican American students are also presented. "The Mexican American in Higher Education: Recruitment," by Frank Angel, points out that recruitment problems are related to the selective academic orientation of college and university recruitment, and selection, counseling, and curricular procedures of the high school and elementary school. Present recruitment programs and practices in colleges which are designed to meet the needs of Mexican American students are discussed. Ways of increasing the pool of Mexican American students are listed, including changes in teaching in elementary and secondary schools geared to this group, improved living conditions for this minority group, universalization of higher education, and eradication of existing discrimination against the Mexican American group by the dominant group. Related documents

are RC 003 431, RC 003 432, RC 003 433, and RC 003 436.

ED 031 321 **RC 003 431**

Nunez, Rene, Comp.

A Proposal of Guidelines for Reordering Educational Processes of Recruitment and Admissions.

California State Coll., Long Beach.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 69

Note—16p.; Results of the Chicano Workshop (University of California at Santa Barbara, April 11-13, 1969)

Available from—Dr. Mayer J. Franklin, School of Education, California State College, Long Beach, California 90801

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Administrative Personnel, *Admission Criteria, College Admission, Community Colleges, Cultural Differences, Faculty Recruitment, Guidelines, *Higher Education, *Mexican Americans, *Policy Formation, *Recruitment

Identifiers—*Chicanos

The premise of this paper (prepared for the Conference on Increasing Opportunities for Mexican American Students in Higher Education, Long Beach, California, May 15-17, 1969) is that all educational institutions have a moral obligation to reorder priorities immediately to meet the needs of Chicano students for relevant, motivated education, enabled by public support and a sensitive appreciation of cultural differences between the majority and the Chicano culture. Set forth are philosophical and practical steps felt necessary for making public education equitable, relevant, and obtainable for Chicano students today. Plans for recruitment and admission of Chicano students are established which include general policy regarding committee formation, proportional representation, and financial support. Guidelines are proposed for 4-year state and private institutions of higher education as well as community colleges. Admissions criteria are delineated for students, faculty, and administrative personnel. The final section deals with sources of recruitment, and discussion centers on the high school, community, and specific sources of student recruitment. Related documents are RC 003 429, RC 003 432, RC 003 433, RC 003 436. (SW)

ED 031 322 **RC 003 432**

Rodriguez, Armando

Financial Assistance of Mexican American Students in Higher Education.

California State Coll., Long Beach.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 69

Note—12p.; Paper presented at Conference on Increasing Opportunities for Mexican American Students in Higher Education (Long Beach, California, May 15-17, 1969)

Available from—Dr. Mayer J. Franklin, School of Education, California State College, Long Beach, California 90801

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Federal Aid, *Federal Programs, Financial Needs, *Financial Support, *Higher Education, Information Sources, *Mexican Americans, Minority Groups, Scholarship Loans, *Student Loan Programs

Identifiers—*Chicanos

The problem encountered by Mexican Americans in finding and obtaining sources of financial aid to enter and continue in higher education is reviewed. Financial assistance provided by the Federal Government is described and discussed. Programs such as Talent Search, Upward Bound, Educational Opportunity Grants Program, National Defense Student Loan Program, and the College Work-Study Program are emphasized. Additional programs pointed out include Guaranteed Loans, Teacher Corps, High School Equivalency Program (HEP), and the High Potential Program. Eight scholarships designed specifically for Spanish-speaking students and 4 national organizations of Mexican Americans also offering scholarships are listed, along with addresses for obtaining information. Related documents are RC 003 429, RC 003 431, RC 003 433, and RC 003 436. (SW)

ED 031 323 **RC 003 433**

Gomez, Anna Nieto Vasquez, J. Anthony

The Needs of the Chicano on the College Campus.

California State Coll., Long Beach.
Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date May 69

Note—26p.; Paper presented at Conference on
Increasing Opportunities for Mexican American
Students in Higher Education (Long Beach,
California, May 15-17, 1969)

Available from—Dr. Mayer J. Franklin, School of
Education, California State College, Long
Beach, California 90801

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Bilingual Students, Bilingual
Teachers, College Freshmen, College Housing,
Counseling, *English (Second Language), Lan-
guage Handicaps, *Mexican Americans, Milita-
ry Service, Minority Group Teachers, Post
High School Guidance, School Health Services,
Student Costs, Student Loan Programs, *Stu-
dent Needs, Summer Institutes, *Universities
Identifiers—*Chicanos

The problems of the Chicano (Mexican Amer-
ican) student on the college campus can be al-
leviated in the following ways: (1) summer in-
stitutes for incoming freshmen providing bilingual
classes, bilingual teachers, and remedial English;
(2) an orientation program to make the student
aware of the bureaucratic procedures of a univer-
sity; (3) a counseling system whereby upper di-
vision Chicanos would advise and help entering stu-
dents; (4) free health facilities provided for the
Chicano student to ease his financial burden; (5)
less expensive housing on campus, or rent supple-
ment programs subsidized by the Federal Govern-
ment; (6) more extensive financial aid programs
or expansion of existing programs, such as Na-
tional Defense Education Act loans and Educa-
tional Opportunity Grants; and (7) changes in the
Selective Service System because of discrimina-
tory practices against Mexican American students.
Related documents are RC 003 429, RC 003
431, RC 003 432 and RC 003 436. (RH)

ED 031 324 RC 003 436

Guerra, Manuel H. And Others

The Retention of Mexican American Students in
Higher Education with Special Reference to
Bicultural and Bilingual Problems.

California State Coll., Long Beach.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date May 69

Note—131p.; Papers presented at Conference on
Increasing Opportunities for Mexican American
Students in Higher Education (Long Beach,
California, May 15-17, 1969)

Available from—Dr. Mayer J. Franklin, School of
Education, California State College, Long
Beach, California 90801.

EDRS Price MF-\$0.75 HC-\$6.65

Descriptors—Academic Standards, Admission
Criteria, *Bilingualism, *Cultural Education,
Dropouts, Financial Needs, *Higher Education,
Intelligence Tests, Junior Colleges, Language
Handicaps, *Mexican Americans, Minority
Groups, *Retention, School Holding Power
Identifiers—*Chicanos

The problem of retaining Mexican American
students in institutions of higher education is
reviewed in these 5 papers: "The Retention of
Mexican American Students in Higher Education
with Special Reference to Bicultural and Bilingual
Problems" by Manuel H. Guerra; "Mexicanismo
vs. Retention: Implications of Retaining Mexican
American Students in Higher Education" by
Philip Montez; "Retention of Mexican American
Students in College" by Monte E. Perez, Maria
Diaz, and Oscar Martinez; "Retention of the
Chicano Student as a Comprehensive Program
Unit of the Mexican American Student Organi-
zation" by United Mexican American Students at
the University of California at Los Angeles; and
"Problems of Retention as Seen by Mexican
American Students" by members of a Chicano
Ethnic Studies Class (conducted by Marta
Schlatter). Related documents are RC 003 429,
RC 003 431, RC 003 432, and RC 003 433.
(SW)

ED 031 325 RC 003 508

The Appalachian Region: A Statistical Appendix
of Comparative Socioeconomic Indicators.

Appalachian Regional Commission, Washington,
D.C.

Pub Date Mar 68

Note—181p.

EDRS Price MF-\$0.75 HC-\$9.15

Descriptors—Census Figures, *Comparative
Statistics, *Demography, *Depressed Areas
(Geographic), Economic Status, Geographic
Regions, Population Distribution, *Rural Popu-
lation, *Socioeconomic Status, Tables (Data)
Identifiers—*Appalachia

Socioeconomic and demographic indicators for
the Appalachian regional area are compared in
this report with similar indicators for the total
United States. The Appalachian region is defined
as including parts of Alabama, Georgia, Ken-
tucky, Maryland, Mississippi, New York, North
Carolina, Ohio, Pennsylvania, South Carolina,
Tennessee, Virginia, and West Virginia. Com-
parisons between Appalachia and the United
States as a whole include population by sex and
by place, distribution of families by income, edu-
cational levels, labor force and employment
status, and economic and business factors.
Statistical data in these areas is provided in-
dividually for the Appalachian portion of the
states listed above. (EV)

ED 031 326 80 RC 003 514

Designing Education for the Future: An Eight
State Project. Final Report.

New Mexico State Dept. of Education, Santa Fe.
Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date Jun 69

Note—292p.

EDRS Price MF-\$1.25 HC-\$14.70

Descriptors—Cooperative Planning, Educational
Coordination, Educational History, Educational
Needs, *Educational Planning, Governance,
Policy Formation, Projects, Regional Coopera-
tion, *Regional Planning, *School Planning,
*Small Schools, *State Departments of Educa-
tion, State Programs

Identifiers—*New Mexico

The 8 Western States of Arizona, Colorado,
Idaho, Montana, Nevada, New Mexico, Utah, and
Wyoming in 1966 initiated a joint 3-year project
entitled "Designing Education for the Future,"
organized for the purpose of planning on a 10 to
15 year projected basis for all aspects of educa-
tion for which state education agencies are
responsible or concerned. This document, the
final project report for the State of New Mexico,
is divided into major sections which develop ra-
tional for suggested changes in the following
areas: (1) the role of the New Mexico State De-
partment of Education; (2) commitments for an
adequate statewide educational program; (3) the
government of education within the State; and
(4) the financing of a quality education program
in the State. A section is given on the history and
development of education in New Mexico. An ex-
tensive bibliography cites regional and State pro-
ject publications and annotates relevant reports
and books. The appendices include a copy of the
School District Information Inventory and graphs
resulting from a statewide survey. (EV)

ED 031 327 RC 003 516

Steiner, Stan

The New Indians.

Pub Date 68

Note—363p.

Available from—Harper & Row, Publishers, In-
corporated, 49 East 33rd Street, New York, N.
Y. 10016 (\$7.95)

Document Not Available from EDRS.

Descriptors—*Activism, *American Indian Cul-
ture, *American Indians, *Changing Attitudes,
Conflict, Discriminatory Legislation, Higher
Education, Leadership, *Nationalism, Political
Attitudes, Self Esteem, Social Discrimination

Nineteen short vignettes depicting recent in-
cidents involving various forms of aggressiveness
and nationalism on the part of Indians are em-
ployed by the author to suggest a modern Amer-
ican Indian renaissance, led primarily by articu-
late, and at times militant, Indian youth who are
dissatisfied with the manner in which the Amer-
ican Indian is still being treated in this country.
An incident cited is the reaction of Indian youth
to an American Indian conference held at the
University of Chicago in 1960 which was led
primarily by elder tribal leaders. The manner in
which intertribal direct action was taken in
response to State Supreme Court decisions that
confined net fishing by Indians to their reserva-
tions, and other reactions of Indians to events in
their lives are cited. A primary focus of the In-
dian renaissance is the education of Indian youth
through the college level in order that they might

effectively initiate Indian self-determination on
their own terms. (EV)

ED 031 328 RC 003 519

Family Planning Services Available to Migratory
Farm Workers in the Mid-Continent Streams.
Southwest Region Planned Parenthood World
Population, Austin, Tex.

Pub Date Jan 69

Note—80p.

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—*Community Agencies (Public),
Contraception, *Directories, *Family Planning,
Medical Services, *Migrant Welfare Services,
*Migrant Workers, State Agencies

The information in this directory is designed to
promote continuity in family planning services for
migrant families in mid-continent streams. It pro-
vides professional personnel with a new tool to
help meet the distinctive needs of individual
migrants. Names, addresses, schedules, methods,
and fee information of service agencies (health
departments, medical clinics, planned parenthood
centers, etc.) are arranged alphabetically by state
and by city within each state. Plans are underway
to periodically update the directory, and space
has been allotted for inclusion of update infor-
mation. (JH)

ED 031 329 RC 003 523

The Preparation of... BIA Teacher and Dormitory
Aides. Volume II, Related Readings.

Avco Economic Systems Corp., Washington, D.C.
Spons Agency—Bureau of Indian Affairs (Dept.
of Interior), Washington, D.C.

Pub Date Apr 68

Note—160p.

EDRS Price MF-\$0.75 HC-\$8.10

Descriptors—Activities, American Indians,
*Orientation Materials, *Paraprofessional
School Personnel, Program Descriptions,
Reference Materials, Resource Materials, *Sup-
plementary Reading Materials, *Teacher Aides,
*Training

An effort has been made in this second volume
of a 3-volume publication to include items from
the literature which can be useful in strengthen-
ing teacher aide pre- or in-service training pro-
grams. The material was prepared for Bureau of
Indian Affairs personnel, but can be of general
value in enriching the professional foundation of
aides and staff working with them. Readings in-
clude: discussions of the purposes and objectives
of aides; job descriptions for aides; lists of activi-
ties related to teacher aides; descriptions of pro-
grams; analysis of the special problems of slow
learners, underachievers, and mentally retarded
children; and programmed instruction. Related
documents are RC 003 524 and RC 003 553.
(SW)

ED 031 330 RC 003 524

The Preparation of... BIA Teacher and Dormitory
Aides. Volume I.

Avco Economic Systems Corp., Washington, D.C.
Spons Agency—Bureau of Indian Affairs (Dept.
of Interior), Washington, D.C.

Pub Date Apr 68

Note—242p.

EDRS Price MF-\$1.00 HC-\$12.20

Descriptors—*American Indians, Course Con-
tent, Cultural Background, *Dormitories, Ex-
ceptional Children, Guidance Functions, In-
dividual Differences, Innovation, *Nonprofes-
sional Personnel, Program Administration,
Recruitment, *Teacher Aides, Training
Techniques, *Workshops

Identifiers—*Bureau of Indian Affairs

The training provided for teacher and dormi-
tory aides to work in Bureau of Indian Affairs
(BIA) schools and the hope for an improved edu-
cational setting for Indian children are reflected
in this publication. Four teacher aide workshops
conducted during the 1967-68 academic year
resulted in a 3 volume publication designed to aid
BIA personnel. The purposes and objectives of
teacher aides and their recruitment, selection and
preparation are presented. Additional topics in
this first volume include course content (grades
K-12); program administration; and discussion of
exceptional children, individual differences, Indi-
an cultures, the role of guidance, and functions of
the aide in the dormitory. A bibliography, a
selected reading list, and a workshop agenda are
also given. Related documents are RC 003 523
and RC 003 553. (SW)

ED 031 331 RC 003 525
"There's an Indian in Your Classroom." A Guide for Teachers.

Idaho State Dept. of Education, Boise.

Pub Date Jul 68

Note—129p.

EDRS Price MF-\$0.75 HC-\$6.55

Descriptors—American Indian Languages,

*American Indians, Annotated Bibliographies, Classroom Techniques, *Cultural Differences, Cultural Education, *Educational Problems, Geographic Location, *Instructional Materials, Language Handicaps, Parent Participation, Realia, Self Concept, *Teaching Techniques

Requests from teachers, interested individuals, organizations, and schools brought about the compilation of this general guide designed for teachers and non-educators concerned with Indian students. It is the result of numerous workshops conducted on the campus of Idaho State University. The document presents general information about geographic location of Indian reservations and groups, major problems of Indian education (language and cultural), and various instructional techniques designed to aid the students in their adjustment to the classroom and to cultural shock. A unit on the American Indian includes maps, Indian literature, a list of famous Indians (past and present), and a bibliography for further reading for students and teacher. (DK)

ED 031 332 RC 003 530

Ervin, A. M.

New Northern Townsmen in Inuvik.

Canadian Dept. of Indian Affairs and Northern Development, Ottawa (Ontario).

Report No.—MDRP-5

Pub Date May 68

Note—30p.

Available from—Chief, Northern Science

Research Group, Department of Indian Affairs and Northern Development, Ottawa, Canada

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Acculturation, Adult Education, Alcoholism, *American Indians, *Culture Conflict, *Educational Disadvantage, Employment Qualifications, *Eskimos, Folk Culture, Housing Deficiencies, Relocation, Social Status, Status Need, Summer Programs, Values

Identifiers—Canada, Metis

A study was conducted in Inuvik, a planned settlement in the Mackenzie Delta region of the Northwest Territories in Canada, to study the factors which work against adaptation among the Indians, Eskimos, and Metis to the "urban milieu" of Inuvik. Field techniques included informal observation and intensive interviews with selected native and white informers. Factors examined were the educational, job-skill, and housing needs which affect the natives; their bush culture which includes sharing and consumption ethics and a derogatory attitude toward status seeking; and heavy drinking, a predominant problem among the natives. Some recommendations were: (1) an adult education program stressing the value systems of town life should be established; (2) the Trappers Association should be revived to provide equipment and encouragement to natives more suited to trapping than town life; and (3) a summer's work program should be instituted for teenage native males. A related document is RC 003 532. (RH)

ED 031 333 RC 003 531

Indians of Yukon and Northwest Territories.

Canadian Dept. of Indian Affairs and Northern Development, Ottawa (Ontario).

Pub Date [66]

Note—11p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—American Indian Culture, *American Indians, Clothing, *Cultural Factors, *Education, Food, History, *Individual Characteristics, Manpower Utilization, Population Distribution, Religion, *Social Systems

Identifiers—Chippewyans, Dogribs, Hares, Kutchins, Nahans, Northwest Territories, Slaves, Yellowknives, Yukon

A report is presented of the 7 American Indian tribes (Chippewyan, Yellowknife, Slave, Dogrib, Hare, Nahani, and Kutchin) of the Yukon and Northwest Territories. Described is each tribe's history, foodgathering methods, clothing, work distribution practices, social organization, and religion. A brief history of formal education among the tribes from 1894 to 1965 is given.

Present conditions of the 2,352 Indians in the Yukon and 5,503 in the Northwest Territories are also briefly accounted. [Not available in hard copy due to marginal legibility of original document.] (RH)

ED 031 334 RC 003 532

Stevenson, D. S.

Problems of Eskimo Relocation for Industrial Employment. A Preliminary Study.

Canadian Dept. of Indian Affairs and Northern Development, Ottawa (Ontario).

Report No.—NSRG-68-1

Pub Date May 68

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Acculturation, Behavior Problems, *Culture Conflict, *Employment, Equal Protection, *Eskimos, Housing, Industry, Migrants, *Relocation, *Rural Areas, Urban Areas

Identifiers—*Canada

A study was conducted to determine the reasons for variable success in relocating Eskimo families from rural areas of the northern territories of Canada to southern centers of industrial employment (railways, mining centers). The data were collected by interviewing 105 Eskimos, both male and female, married and single, who had migrated south. The findings revealed that Eskimo men were considered valuable workers by their employers, but because both men and women lacked comprehension of informal rules governing behavior in southern communities, they had difficulty in adjusting to community life styles. This sometimes resulted in excessive drinking by both sexes, deviations from "normative" behavior, and a desire to return to northern home settlements. Inadequate housing and kin obligations were found to be other reasons for returning home. Some of the suggestions made to help the Eskimo assimilate were: (1) provide instruction in proper behavior in realistic terms; (2) provide adequate housing; (3) implement a seasonal employment scheme in view of long-term benefits; and (4) to permit self-sufficient Eskimos to phase from their special status as ward of the government to the regular status of a Canadian worker. (RH)

ED 031 335 RC 003 538

Nold, Joseph J.

[Colorado Outward Bound School. Report of the Director, 1968.]

Colorado Outward Bound School, Denver.

Pub Date 68

Note—66p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Athletic Programs, *Camping, Counselor Training, Enrichment Experience, *Field Experience Programs, *Leadership Training, *Outdoor Education, *Program Descriptions, Sensitivity Training, Social Experience, Summer Programs, Unemployed

The Colorado Outward Bound School has continued its traditional program of providing leadership students of high caliber with stress and success experiences in an outdoor environment which are designed to facilitate personal growth in each student. The activities on expeditions are planned so that each individual is confronted in a way that maximizes this growth and forces him to develop in areas of need. The special programs developed by the school in cooperation with other agencies (industrial and social) follow the same format, with the emphasis that the experiences gained through the program are catalytic to the agencies' follow-up programs. The special programs enrolling 765 students in 1968 were aimed at the hard core unemployed, the urban disadvantaged, school underachievers, and college freshman orientation. The report reports on each of the summer courses and model programs, and a brief vita describing each of the 41 staff members. Also included are various statistics concerning an enrollment breakdown, quotes from student journals, the 1969 course schedule, and a reprint of "Outward Bound: Education Unlimited," by Gary Templin. [Not available in hard copy due to marginal legibility of original document.] (DK)

ED 031 336 RC 003 540

Van Horn, George A., Ed. And Others

The Church's Concern for Communities with a Rural Nonfarm Population in the Northeast U. S. A.

National Lutheran Council, Chicago, Ill.

Pub Date 62

Note—127p.

EDRS Price MF-\$0.50 HC-\$6.45

Descriptors—*Church Role, *Community Development, *Emotional Problems, Heterogeneous Grouping, Population Trends, Religious Discrimination, *Rural Areas, *Rural Family, Rural Urban Differences, Social Change, Social Discrimination

A workshop was held in Gettysburg, Pennsylvania, to determine how the Lutheran Church might best serve the rural nonfarm population of the Northeast. Some of the topics discussed were: (1) the rural nonfarm family, (2) community development, and (3) serving a heterogeneous population. Attention was focused on psychological problems that can develop from escapism from a city situation, prejudice toward racial and religious groups, and prejudice of natives regarding newcomers. Some of the suggestions for pastors in coping with community and individual problems were: (1) be informed, (2) interpret social change, (3) make the Gospel relevant, and (4) be part of the working team. (RH)

ED 031 337 RC 003 545

Mueller, E. W.

Functions of the Church in Serving Rural Youth in a Changing Environment.

Pub Date Sep 63

Note—16p.; Paper prepared by National Conference on Problems of Rural Youth in a Changing Environment (September, 1963).

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Activities, Church Programs, *Church Responsibility, *Church Role, Communications, Institutions, *Rural Environment, *Rural Youth, *Social Change

The responsibility of the church to rural youth in the changing rural environment and activities in which the church becomes involved to fulfill its responsibility are presented in this document. The primary responsibility of the church to rural youth is to communicate its religious message and thus aid youth in making personal decisions. To aid in fulfilling its responsibility the church sponsors study conferences, conducts consultations and research, and utilizes the findings of social scientists. The church applies facts and insights through local congregations and parishes and strengthens community institutions. (SW)

ED 031 338 RC 003 546

Outward Bound.

Outward Bound, Inc., Andover, Mass.

Pub Date Dec 68

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Field Experience Programs, *Outdoor Education, *Personal Growth, *Physical Development, Safety Education, Self Actualization, Small Group Instruction, *Special Schools

Identifiers—*Outward Bound

The Outward Bound concept was developed in Germany and Great Britain with the saving of human life as the ultimate goal. Courses are designed to help students discover their true physical and mental limits through development of skills including emergency medical aid, firefighting, search and rescue, mountaineering, and sailing. Five Outward Bound schools currently in operation in the United States are described and typical programs for each are outlined on a daily basis. (JH)

ED 031 339 RC 003 550

Outward Bound...Into the Mainstream of Education.

Outward Bound, Inc., Andover, Mass.

Pub Date [68]

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Adult Education, Enrichment Experience, Maturation, *Outdoor Education, *Personal Growth, Physical Fitness, *Self Actualization, *Teacher Workshops, Values

Identifiers—*Outward Bound

Outward Bound schools have instituted advanced courses designed specifically for adults engaged in education and youth work. Benefits for teachers include greater development of capacities and potentialities, greater confidence in their abilities, and the ability to relate more effectively to others. Some of the specific training elements in an Outward Bound program are a close confrontation of man with nature, physical fitness, competition, solitude as an opportunity for introspection and reassessment, activities de-

manding self-discipline and attention to detail, and problemsolving and decision-making. Goals of the program are to instill values that affect attitudes and influence behavior. Pictures contained in this document have been deleted due to marginal reproducibility. (JH)

ED 031 340 RC 003 551
National Conference on Manpower Programs for Indians (Kansas City, Missouri, February 15-16, 1967).

Bureau of Employment Security (Dept. of Labor), Washington, D.C.
Pub Date 15 Feb 67
Note—402p.

EDRS Price MF-\$1.50 HC-\$20.20

Descriptors—Agencies, Agricultural Occupations, *American Indians, Communication Problems, *Conference Reports, *Economic Disadvantage, Employment Problems, Equal Opportunities (Jobs), *Federal Programs, General Education, Health, Housing, *Manpower Development, Sociocultural Patterns, Transportation, Vocational Education, Welfare.

The purposes of the National Conference on Manpower Programs for Indians were: (1) to inform tribal leaders of the total resources and programs available to American Indians; (2) to learn from tribal leaders more about their problems and needs as American citizens; and (3) to create among the participating agencies a keener awareness of the need for concerted and cooperative efforts in dealing with poverty among Indians. Panel discussions were held on Indian employment problems, maximum participation of Indians in developing their programs, and key problems in developing employability. The latter topic was further subdivided into training and vocational education, health and welfare, general education programs, equal employment opportunities, problems related to housing, transportation and communication, the importance of cooperation in providing services to Indians, agricultural employment opportunities for Indians, planning and development of reservation programs, and social and cultural considerations. This document presents a condensed version of the transcribed proceedings. (CM)

ED 031 341 88 RC 003 552
Holmes, Jack And Others

The Teaching of Beginning Reading by Use of the Initial Teaching Alphabet.

Stockton Unified School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Report No.—DPSC-66-1534

Pub Date 67

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Beginning Reading, *Bilingual Students, Demonstrations (Educational), Disadvantaged Youth, *Initial Teaching Alphabet, *Mexican Americans, Non English Speaking, *Reading Achievement, Socioeconomic Status

Teaching beginning reading using the Initial Teaching Alphabet (i.t.a.) was experimented with in a project which had the dual purpose of (1) providing educators with the opportunity to observe the use of i.t.a., and (2) determining the effectiveness of i.t.a. with Mexican American bilingual children. Twenty i.t.a. demonstration classes representing various socioeconomic levels were established in the Stockton Unified School District and Tracy Public Schools in California allowing educators to observe the program. The second objective was accomplished by establishing 18 i.t.a. experimental classes and 20 Traditional Orthography (T.O.) control classes. The same basal readers were used by both groups and both were administered the same array of tests. Results of the experimental i.t.a. group showed achievement significantly above the T.O. control group. However, it was concluded that it was too early to make any definitive conclusions regarding the use of i.t.a. with bilingual disadvantaged children and that a second year of the project should provide more definitive information. Tables are included depicting the results. This project was funded under Title III of the Elementary and Secondary Education Act. (CM)

ED 031 342 RC 003 553

The Preparation of BIA Teacher and Dormitory Aides. Volume III, Contributions of Workshop Participants.

Avco Economic Systems Corp., Washington, D.C.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Apr 68

Note—118p.

EDRS Price MF-\$0.50 HC-\$6.00

Descriptors—*American Indians, Course Content, Cultural Background, *Dormitories, Exceptional Children, Guidance Functions, Innovation, Job Analysis, *Nonprofessional Personnel, Program Administration, Recruitment, *Teacher Aides, Training, *Workshops

Identifiers—*Bureau of Indian Affairs

This third volume of a 3-volume publication designed to aid Bureau of Indian Affairs (BIA) personnel in training teacher and dormitory aides lists the participants at 4 teacher aide workshops held for BIA supervisory personnel. The purposes and objectives of teacher aides, recruitment, selection, and preparation as seen by the workshop participants are presented. Participant contributions on such topics as course content for the teacher aide, program administration, exceptional children, innovations in education, Indian cultures, and the role of guidance in education are synthesized. Related documents are RC 003 523 and RC 003 524. (SW)

ED 031 343 RC 003 559

Bennett, Robert L.

Indian Affairs 1967. A Progress Report From the Commissioner of Indian Affairs.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 68

Note—16p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Order No. 6-296-833, \$0.15)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Adult Education Programs, *American Indians, *Annual Reports, Bilingual Education, Budgets, Community Development, Cultural Factors, *Economic Development, *Education, English (Second Language), Facility Improvement, Family Programs, *Federal Programs, Natural Resources, Social Services

Identifiers—*Bureau of Indian Affairs

The 1967 annual report of the Bureau of Indian Affairs (BIA) describes educational advancements and economic improvements for American Indians. Specific programs and their results are cited in such areas as bilingual education, school facilities, family training, job training, industrial and business development, natural resources development, housing, social services, and law. The BIA budget for fiscal year 1967 is presented. (JH)

ED 031 344 RC 003 560

Harrigan, Joan, Comp.

More Materiales Tocante Los Latinos. A Bibliography of Materials on the Spanish-American.

Colorado State Dept. of Education, Denver.

Pub Date Jun 69

Note—34p.

Available from—Colorado Department of Education, Division of Library Services, Denver, Colorado 80203 (\$50)

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—Adult Education, *Bibliographies, *Education, English (Second Language), Instructional Materials, *Library Materials, *Mexican Americans, Reading Materials, *Spanish Americans, Spanish Speaking

A bibliography of materials published between 1964 and 1969 on the Spanish American is presented to assist librarians and educators in locating Hispanic instructional aids. Over 120 annotated entries list audio-visual aids and reading materials for students of all ages, professional materials for educators including librarians, ERIC materials pertaining to the Mexican American, and new or forthcoming materials. A related document is ED 018292. (RH)

ED 031 345 24 RC 003 561

Proceedings, National Conference on Educational Opportunities for Mexican Americans (Austin, Texas, April 25-26, 1968).

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-8-0502

Pub Date 68

Grant—OEG-7-8-000502-0061

Note—118p.

EDRS Price MF-\$0.50 HC-\$6.00

Descriptors—Bilingual Education, Children, *Conferences, *Demonstrations (Educational), Educational Legislation, *Educational Opportunities, *Educational Problems, Equal Education, Federal Aid, *Mexican Americans, Migrant Education, Urban Education

The primary objectives of the National Conference on Educational Opportunities for the Mexican American were: (1) to stress the areas of special needs for the Mexican American child in education in order to give priorities in the development of any program at the local level; (2) to present demonstrations of exemplary ways some schools and organizations are solving Mexican American educational problems; and (3) to review and discuss recent legislation relating to the education of the Mexican American. Various groups presented demonstrations on bilingual education, migrant education, and urban education. Addresses were presented by prominent men in the field of education and related discussion sessions were held. Appended are a copy of the program and a brief evaluation of the conference. (RH)

ED 031 346 RC 003 562

Sample Units for Use in Implementing an Effective ESOL Program.

Our Lady of the Lake Coll., San Antonio, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—105p.; Units developed by participants of the NDEA Institute on ESOL (Our Lady of the Lake College, San Antonio, Texas)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Aural Learning, *Elementary Grades, *English (Second Language), *Language Handicaps, Linguistics, Nonstandard Dialects, Oral Expression, *Spanish Speaking, *Unit Plan

A collection of 20 sample units for use in implementing an effective ESOL (English for Speakers of Other Languages) program. The collection includes units for the first through sixth grade in science, arithmetic, spelling, social studies, and language. Throughout these units special emphasis is placed on using linguistics and adapting oral-aural techniques to the classroom to teach English as a second language. The samples are intended to be an aid in solving the problems characteristic of the Spanish-speaking child and the speaker of substandard English. Related document is ED 027 984. [Not available in hard copy due to marginal legibility of original document.] (RH)

ED 031 347 88 RC 003 563

Final Report of the Activities and Recommendations Made Under Title III, ESEA P. L. 89-10 Planning Grant for Model Saturated School Library.

Deer School District Number 21, Ark.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 66

Grant—OEG-66-1020

Note—111p.

EDRS Price MF-\$0.50 HC-\$5.65

Descriptors—Community Services, *Demonstration Programs, Depressed Areas (Geographic), Inservice Education, *Instructional Materials Centers, Library Facilities, Library Materials, *Library Services, Mobile Educational Services, Parent Participation, Reading Centers, Remedial Reading, *Rural Areas, *School Libraries, Small Schools, Study Centers, Teaching Machines

Identifiers—Arkansas, Deer School

A Planning Grant, Funded under Title III of the Elementary and Secondary Act, was awarded to Deer School in Newton County, Arkansas, for the purpose of making a study to determine the specific methods and know-how needed to establish a community school library in a rural area to operate as a materials center, study laboratory, and a reading center. This library was set up as a demonstration center for small, rural schools throughout the nation. Included in the surveys conducted were: (1) an inventory of present instructional materials in Deer School Library and in 4 school districts in the county; (2) an investigation to determine what would be an adequate collection of instructional materials to meet needs of Deer School's educational programs; (3) an evaluation of Deer School Library's

present library services, and (4) a comparative table of course offerings in the county's high schools, grades 7-12. Among the conclusions drawn from first-hand investigations and observations of other schools throughout the U. S. were (1) not all schools visited were providing exemplary library service; (2) the personality of the librarian and staff appeared to be more important than the materials available, and (3) libraries were over-crowded, and, in most instances, additional space was being planned. The concept of a Saturated School Library was found to be one which provided guidance to a multi-media program of instruction which pervades all activities within the educational program. The services and materials of the Model Saturated School Library are discussed. (CM)

ED 031 348 RC 003 565

Karr, Ken McGuire, Esther
Mexican Americans on the Move—Are Teacher Preparation Programs in Higher Education Ready?

Pub Date 69

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Academic Achievement, Anglo Americans, Biculturalism, Bilingual Students, Counseling, Culture Conflict, *Dropout Rate, Education, Emotional Problems, English (Second Language), *Higher Education, Language Handicaps, Linguistics, Low Income Groups, *Mexican Americans, *Teacher Education, Values

Failure of the educational system to provide for the Mexican American student can be seen by his dropout rate which is twice that of the national average and by his schooling ratio which is 8 years compared to 12 years for the average Anglo. In order to solve the problems of the low-income, bicultural, bilingual Mexican American student, higher education must prepare teachers who can cope with cultural, psychological, and linguistic conflicts. To be effective in solving these problems a teacher needs training: (1) to understand the dysfunctions between the values of the Mexican American culture and that of the Anglo; (2) in counseling the particular difficulties of this group; and (3) in linguistics and courses on how to teach English as a second language. (RH)

ED 031 349 RC 003 566

New, Lloyd And Others

Native American Arts I.

Institute of American Indian Arts, Santa Fe, N. Mex.

Spons Agency—Department of the Interior, Washington, D.C.

Pub Date 68

Note—60p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.65)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*American Indian Culture, *American Indians, Artists, *Arts Centers, Ceramics, Creative Writing, *Educational Facilities, Eskimos, *Fine Arts, Painting, Sculpture, Students, Theater Arts

The primary focus of this issue in a series of special topic publications is the Institute of American Indian Arts, a national educational institution administered by the Bureau of Indian Affairs for the purpose of training youthful native Americans in the arts. An introductory article by the Institute director entitled "Cultural Differences as the Basis for Creative Education" depicts the philosophical orientation which serves as a guide for the Institute. A pictorial section is also included, presenting students and their artistic creations in graphics, painting, sculpture, ceramics, metalwork and lapidary, textile arts, creative writing, and the performing arts. Details concerning application procedures for attending the Institute are given. (EV)

ED 031 350 RC 003 568

Franklin, Mayer J., Ed. And Others

Proceedings of the Conference on Increasing Opportunities for Mexican American Students in Higher Education (Los Angeles Harbor College, California, May 15-17, 1969).

California State Coll., Long Beach.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 69

Note—67p.

Available from—United Mexican American Students (UMAS), California State College, Long Beach, California 90801.

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—Bilingualism, College Admission, *Conference Reports, Counseling, Cultural Awareness, Disadvantaged Youth, *Educational Opportunities, Educational Problems, Equal Education, Federal Programs, Financial Support, *Higher Education, *Mexican Americans, *School Holding Power, Sensitivity Training, Testing, Workshops

The conference was conducted in order to propose solutions to the problems that confront the Mexican American student in higher education in areas of recruitment, retention, and financial assistance. Colleges and universities from 5 Southwestern states sent teams (student, faculty member, administrator, junior college representative, high school counselor, and representative of the Mexican American community) to participate in the conference. The conference proceedings present: the keynote address given by Armando Rodriguez, Chief of Mexican American Affairs Unit in the U. S. Office of Education; selected remarks by various participants; and an address by Philip Montez, Regional Director, Los Angeles, United States Civil Rights Commission. Suggestions taken from the general session, the problems and issues discussed in the workshops, and the resolutions passed by the conference are given. Selected remarks from the closing address given by Father Henry J. Casso, Vicar of Urban Affairs, San Antonio, Texas, conclude the report. (CM)

ED 031 351 RC 003 569

Summers, Gene F. And Others

Parental Influence, Youth Contra-Culture, and Rural Adolescent Attitudes Toward Minority Groups.

Spons Agency—Illinois Univ., Urbana. Agricultural Experiment Station; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 68

Note—9p.; Revision of a paper presented to the Midwest Sociological Society, (Omaha, Nebraska, April 19, 1968).

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Family Attitudes, *Family Influence, Minority Groups, Parent Attitudes, *Parent Influence, Peer Relationship, Racial Attitudes, *Rural Family, Rural Youth, *Social Attitudes, *Student Subcultures

Parental heads of households and high school students in 2 rural Illinois counties were studied to determine their respective attitudes toward several minority groups using the Bogardus Social Distance Scale as the primary attitudinal measure. A parental sample of 1096 households and a sample of 738 students were independently drawn. The two samples provided 66 instances of overlap response from heads of households and high school students from the same family. It was hypothesized that a youth subculture or "contra-culture" serves as a more important socializing agent in forming attitudes of students toward minority groups than does parental attitude and influence. Chi-square and correlational techniques were utilized in analyzing the obtained data. Results indicated that there was little evidence of "contra-culture" influence and that student attitudes toward minority groups were in general the same as those held by the adults. It was concluded that strong family influence on children's attitudes toward minority groups still existed in these 2 rural areas. Related information is contained in ED 024 514. (EV)

ED 031 352 24 RC 003 570

Heathman, James E., Comp. Martinez, Cecilia J., Comp.

Mexican American Education, A Selected Bibliography.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2469

Pub Date Jul 69

Contract—OEC-4-6-062469-1574

Note—58p.

EDRS Price MF-\$0.50 HC-\$3.00

Descriptors—Acculturation, *Bibliographies, *Bilingualism, Compensatory Education, Disadvantaged Youth, *Education, English (Second

Language), *Mexican Americans, Research Reviews (Publications), *Resource Materials, Spanish Speaking

Documents on the subject of Mexican American education which have been indexed and abstracted in "Research in Education" are cited in this bibliography. Publications dealing with research findings and developments in bilingual compensatory education for the Spanish-speaking are included. The majority of the 156 documents cited were published since 1965. Citations are indexed by subject area at the end of the bibliography using ERIC descriptor terms. (JH)

ED 031 353 RC 003 571

Hall, Morrill M. And Others

"Educational Improvement in Majority Negro School Districts in Seventeen Southern and Border States" (AERA Symposium, Los Angeles, 1969).

Spons Agency—American Educational Research Association, Washington, D.C.

Pub Date 69

Note—39p.; Papers presented at the annual meeting of the American Educational Research Association, Los Angeles, California, February 5-8, 1969

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—Administrative Problems, Affective Behavior, *Cooperative Programs, Curriculum Development, Disadvantaged Youth, *Educational Improvement, Interagency Planning, Negro Education, *Negro Youth, Research, Rural Areas, *Rural Education, *Rural School Systems, Small Schools

The symposium presented at the 1969 American Educational Research Association meeting was concerned with program development for rural isolated school districts and the opportunities for research opened through this project for educational improvement. The papers from the symposium describe an on-going program which can have great influence in improving the quality of education in majority Negro districts, and, hopefully, in all school districts. The papers presented are: 1) "A Coordinated Approach to Improving Educational Opportunities in Majority Negro School Districts" by Richard L. Fairley; 2) "Affective Dimensions of Teaching of Disadvantaged Children in Six Majority Negro School Districts" by William F. White; 3) "Administrative Challenges in Improving Educational Opportunities in 242 Majority Negro School Districts" by Ray E. Bruce; 4) "A Sociological Perspective on Rural Disadvantages in Education" by George W. Wallis; 5) "Curriculum Change and Majority Negro Districts" by Charles K. Franzen; and 6) "An Approach to Comprehensive Planning for Accelerating Educational Improvement in Rural Isolated School Systems of the Southeast" by Wiley S. Bolden. (DK)

ED 031 354 RC 003 572

Reiser, Emanuel

The Direction of Migrant Education as Revealed by Site Visits in Selected Counties of Six States.

Office of Education (DHEW), Washington, D.C.

Bureau of Elementary and Secondary Education;

Office of Programs for the Disadvantaged

(DHEW), Washington, D.C.

Pub Date 68

Note—47p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Bilingual Teachers, Curriculum

Evaluation, *Educational Programs, Inservice

Education, Instructional Materials, *Migrant

Child Education, *Migrant Education, Migrant

Youth, *Program Evaluation, *School Visitation,

Spanish Speaking, Vocational Education

Field workers initially observed selected

migrant programs in 30 counties in Arizona,

California, Georgia, Florida, New Mexico, and

Texas during a two-week period in early 1968. A

two-day conference was then held, during which

recommendations were made as to future

direction in migrant education. Major strengths of

the observed programs included a high percentage

of bilingual staffs, assimilation of migrant

children into school activities, and good vocational

programs. Major weaknesses included a

shortage of qualified teachers, a lack of an

adequate definition of the migrant child, and

generally inadequate materials. It was also observed

that methods of recruitment of migrant

school-aged children into schools varied both

within and between states. In addition, very few

examples of curriculum modification were observed, resulting in teachers relying primarily upon relating textbook materials to experiences of the migrant child. Recommendations included an improvement in transfer records, the development of multi-county projects in migrant education, the initiation of continuous inservice training programs for teachers, and an increase in supplemental services especially at the Federal level. [Not available in hard copy due to marginal legibility of original document.] (EV)

ED 031 355 RC 003 574

Crane, Donald A. Chinitz, Benjamin
Poverty in Appalachia.

Pub Date 66

Note—15p.; Chapter from book "Poverty Amid Affluence" (Yale University Press, New Haven, Conn., 1966)

Available from—Yale University Press, 149 York St., New Haven, Conn. 06511 (Hardcopy \$6.50, Paperback \$1.95)

Document Not Available from EDRS.

Descriptors—Anglo Americans, Community Resources, *Depressed Areas (Geographic), *Economic Development, Economic Disadvantage, *Educational Disadvantage, Farmers, *Federal Aid, Folk Culture, Forestry, Housing Deficiencies, Low Income, Relocation, *Rural Areas, Vocational Education

Identifiers—*Appalachia

The area of Appalachia, peopled largely by white Anglo Saxons who have retained many of their old folkways, has based its economic life on coal mining, forestry, and subsistence farming. Since these activities have provided increasingly inadequate opportunities, the prevailing low levels of income, education, and community facilities in urban, rural, and nonfarm areas in Appalachia are substandard as compared to other areas of the U. S. In housing in 1960 only 60.8% of all dwelling units were found in sound condition as compared to 75.2% in areas outside Appalachia. Because of depressed conditions in Appalachia large numbers of people have migrated out of the region. To help solve the problems of poverty the Appalachian Regional Development Act was passed in 1965. Some of the programs funded by the act were: (1) building of highways; (2) construction of regional health centers; (3) mining area restoration; (4) construction of vocational educational facilities; and (5) timber development organizations. (RH)

ED 031 356 RC 003 576

Briscoe, May E. Archambo, Judith P.
Rural Child Care Project, 1967-1968 Research Evaluation. Final Report.

Kentucky Child Welfare Research Foundation, Inc., Frankfort.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—F-OEO-4205

Pub Date 15 Apr 69

Note—357p.

EDRS Price MF-\$1.50 HC-\$17.95

Descriptors—Caseworkers, *Child Care, *Child Care Centers, Child Development Centers, Child Development Specialists, *Comparative Testing, Culturally Disadvantaged, Disadvantaged Youth, Methodology, *Preschool Education, Rural Family, *Rural Youth, Statistical Data

Identifiers—Eastern Kentucky

The focus of the Rural Child Care Project is culturally disadvantaged children and their families in 10 Appalachian counties of Eastern Kentucky. Research evaluation of the Project during 1967-68 had 4 major objectives: (1) to assess the relationship between a child's attendance in a Child Development Center and his subsequent intellectual performance and academic achievement; (2) to assess the effect of the combined casework, homemaking, and day care services on families of child who had been exposed to the Child Development Program; (3) to ascertain the impact of the Project in participating counties; and (4) to evaluate the effectiveness of the sub-professional staff in providing Project services to the culturally disadvantaged child and his family. Results are discussed in terms of these objectives. The hypotheses and methodology used in assessing results are given along with tables incorporating the statistical data. Problems are defined and a review of relevant literature is given. The appendices include copies of questionnaires, education and attitude scales, and instructions for judging the results of these scales. (EV)

ED 031 357

Jeffrey, Betty I.

Educational and Vocational Goals of Rural Youth and Their Parents in Tennessee.

Tennessee Univ., Knoxville.

Report No.—Bull-399

Pub Date Mar 66

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—Comparative Analysis, *Educational Objectives, Females, Financial Support, *Living Standards, Males, *Occupational Aspiration, *Parental Aspiration, Rural Family, *Rural Youth

Identifiers—Tennessee

The purposes of Southern Regional Project S-48 were to study: (1) educational and vocational goals of rural teenagers; (2) educational and vocational goals that parents hope their teenagers have for themselves; and (3) comparison of above points. Data were obtained from a sample of 388 ninth and tenth graders and their parents selected from 10 schools in 3 geographical areas (East, Middle, and West) in Tennessee. The students were selected on the basis of rural residence and residence in the same dwelling as both parents. The interviewing procedure involved 3 questionnaires for the sample. It was found that expected length of schooling was significantly associated with level of living (LOL) for Tennessee boys and girls and their mothers and fathers. The financial help expected by boys and the expectation of parents for giving financial help to sons and daughters for schooling was also related to LOL. However, boys from all levels tended to expect more financial help than parents expected to give (girls anticipated less). More youths in the high LOL group expected to graduate from college and to continue professional study; their parents encouraged this expectation. The data of the study indicate the importance of level of living as related to the educational and vocational plan of rural youth in Tennessee. Tables and copies of the questionnaire and information sheets used are appended. (CM)

ED 031 358

How to Identify Spanish Names.

Department of Labor, San Juan, Puerto Rico.

Migrant Div.

Pub Date Jan 69

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Case Records, *Cultural Differences, *Family Background, Language Usage, *Puerto Rican Culture, *Spanish Culture, *Spanish Speaking, Translation

Problems associated with identifying names among Spanish-speaking people and addressing them are discussed. Their customs regarding names and differences which exist in Puerto Rican and Spanish cultures are included. Variations and compound names are treated. Suggestions are given for recording names of Spanish-speaking persons to facilitate correct registering by public agencies. Questions and forms helpful in determining names and their Spanish translations are included. (CM)

ED 031 359

Hartman, John J.

Perceived Influence of Selected Groups on Educational and Occupational Plans of Non-metropolitan Youth.

Pub Date 69

Note—22p.; Paper presented at the Rural Sociological Society Meeting (San Francisco, California, August 28-31, 1969)

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*College Bound Students, Comparative Analysis, Counselors, *Educational Planning, *Noncollege Preparatory Students, *Occupational Choice, Parents, Peer Groups, Perception, *Rural Youth, Seniors

A questionnaire was administered in the spring to 830 rural low high school males to determine the perceived influence of 4 selected groups on their educational and occupational plans. Previous research studies have shown that residence (farm-nonfarm) is an important factor in a youth's vocational-educational decision. Statistical comparisons were made on the mean responses of the 394 students who planned to attend college and the 436 who planned not to attend college the following fall using t-tests. Data were analyzed to compare the college and non-college groups on the perceived influence exerted by

RC 003 581

parents, friends, counselors, and other adults. The results indicate that the college bound perceived significantly more influence from all sources than did the non-college bound in their educational plans. The significance between the groups was not as pronounced in the occupational plans. Tables give t-test results and a breakdown of responses to the questionnaire. (DB)

ED 031 360

Ross, Peggy Johnston

Differences in Potential for Mobility of AFDC Mothers in Rural Areas.

Pub Date Aug 69

Note—25p.; Condensation of Master's Thesis submitted to Graduate School, Mississippi State Univ. (August, 1968) presented at Rural Sociological Society Meeting (San Francisco, California, August 28-31, 1969).

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Adjustment (to Environment), Conformity, Correlation, Economic Disadvantage, *Individual Characteristics, Interviews, Low Income, Mobility, *Mother Attitudes, Psychological Characteristics, *Rural Population, *Social Mobility, Test Construction, Welfare, *Welfare Recipients

The research concerned differences within a basically rural low-income population on changes for social mobility. Mobility potential referred to differential chances for moving from a status of economic dependency to one of self-sufficiency. Two aspects of mobility potential, individual and situational, were conceptualized as influencing movement through mobility channels. Socioeconomic, demographic, and attitudinal data were collected in structured interviews with 231 female AFDC (Aid For Dependent Children) recipients selected from welfare roles in 2 Mississippi counties. Correlational analysis was used to compare the interview data with scores on a five-item index of mobility potential. Comparisons indicated that the AFDC population was generally homogeneous in socioeconomic status and life styles. However, differences between high and low mobility potential groups were found on the following psychological characteristics: (1) individuals with high mobility potential were not adjusted to their present life situation, showed a desire toward conformity to general societal norms and values, and had greater feelings of isolation than those with low mobility potential; and (2) individuals with low mobility potential were adjusted to their life situation and placed great value upon security. (Author/TL)

ED 031 361

Chavez, John E.

Let's Speak English! Special Language Program (Program Guide and Description of Activities).

Merced City School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 67

Note—49p.

Available from—Merced City School District, Merced, California 95340 (\$1.50)

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—Class Activities, Communication Skills, Cultural Differences, Disadvantaged Youth, Educational Objectives, *English Programs, Methodology, *Mexican Americans, *Minority Group Children, Negro Youth, *Non English Speaking, Social Experience, Student Placement, *Teaching Guides

A program was established at the Margaret Sheehy School in South Merced, California, to provide social experiences and learning situations aimed at improving the communication skills of the largely Mexican American and Negro student body (grades 1-4). The Special Language Class developed in the program is outlined in this teaching guide. The guide describes the goals and objectives of the program, student selection standards and procedures, plus teaching methodology used in the program. Related activities for children from disadvantaged, non-English speaking and culturally different backgrounds are given. Included are samples of forms used. (DB)

ED 031 362

Bass, Willard P.

The American Indian High School Graduate in the Southwest.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

RC 003 591

Pub Date Jul 69

Note—106p.

EDRS Price MF-\$0.50 HC-\$5.40

Descriptors—*Achievement, *Adult Education, *American Indians, Cultural Differences, High School Graduates, Interest Research, Minority Groups, Motivation, Occupational Choice, *Occupational Surveys, *Post Secondary Education, Questionnaires, Social Adjustment, Vocational Education

This study presents the post high school achievements of a representative group of Indian high school graduates in the Southwest in terms of post high school training and employment. Their achievements are indices of the degree to which they have acquired essential skills for employment, social adjustment, and self-fulfillment. A questionnaire and interview guide were used to assess whether or not the graduates (384 interviewed) had entered and completed continuing education programs, and to examine other characteristics of the sample. Three out of four graduates continued academic or vocational programs after high school and, out of those, 2/3 completed their programs. Only 7% of the graduates finished college, while 44% completed vocational-technical programs. At the time of the interview, more than six years from the time of high school graduation, 2/3 of the females and 3/4 of the males investigated were gainfully employed in occupations ranging from clerical and service occupations to craftsman and professional positions. Of those who left continuing education programs, inadequate finances, military service, marriage and pregnancy were cited as the most common reasons. Graduates also answered questions on factors and forces influencing them in high school that encouraged or discouraged continuing education. Overall, it was noted that language problems, rigid curriculums, and cultural differences prevent the Indian from making an even more effective adjustment to modern society. The questionnaire and interview guide used are included in the appendices. A related document is ED 026 195. (RT)

ED 031 363

RC 003 592

Marshall, D. G. And Others

Family Adjustment in Selected Low-Income Areas of Northern Wisconsin.

Wisconsin Univ., Madison.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Oct 68

Note—65p.

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors—Adjustment Problems, Agency Role, Area Studies, Community Agencies (Public), *Community Attitudes, Community Problems, Evaluation, Family Characteristics, Individual Characteristics, *Low Income Counties, Low Income Groups, Migration Patterns, Rural Areas, *Rural Economics, Rural Population, *Social Problems, Statistical Data, *Surveys

Identifiers—Burnett County, Forest County, Wisconsin

This study, conducted in 1967, in Burnett and Forest Counties, Wisconsin, attempts to show the present situation of the residents of the area (characterized by low income, marginal farm land, high out-migration of the young, a disproportionately large number of the aged and the very young, high welfare costs and a dwindling tax base). The attitudes of these residents toward some of the Federal and state agency services and facilities in their counties, their role in problem solution, and their analysis of the problems, prospects, and people of their counties are explored. The survey covers 249 household (879 people). Included are statistical data on population composition (household size, age-sex, dependents), characteristics of household heads (age, marital status, education, occupation, income, and income as related to these other characteristics), and the characteristics of the out-migrant and in-migrant youth. The primary conclusion suggests a balance between economic concerns (job opportunities, training, increased farm production, new industry) and social concerns (care of and financial assistance for the aged), individual and county improvement. (SE)

ED 031 364

RC 003 595

Indians of Maine.

Maine State Dept. of Health and Welfare, Augusta.

Pub Date 64

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*American Indians, *Educational Opportunities, Employment Problems, Federal Aid, Governing Boards, *Governmental Structure, Laws, Population Distribution, State Aid, *State Legislation, *State Programs, Welfare

Identifiers—*Maine, Passamaquoddy, Penobscots

The relationships between the Penobscot and Passamaquoddy Indian Tribes and the State of Maine began in the 1820's. Treaties have left the Penobscot tribe with ownership of 146 islands in the Penobscot River while the Passamaquoddy tribe lives on land owned by the State. Both tribes presently have trust funds derived from the sale of land, and use the monies for the benefit of their tribes. The State is responsible for the basic education of the Indian children and provides 3 reservation schools through the fifth grade; from the sixth grade Indian children are sent to the nearest municipally operated grade school, and tuition is paid for students at any high school within the State. Exceptional students may have their college tuition paid by the State. The tribes also qualify for certain state and federal welfare programs. There is little governmental power vested in various elected tribal officials since the tribes do not possess any real type of municipal organization, but additional responsibilities have been delegated to them since 1963. The tribes are confronted with employment problems and receive continued State assistance to improve their conditions and opportunities. (DB)

ED 031 365

RE 001 709

Crewe, James Hultgren, Dayton

What Does Research Really Say About Study Skills?

Pub Date Dec 68

Note—8p.; Paper presented at National Reading Conference, Los Angeles, Dec. 5-7, 1968.

Available from—1968 National Reading Conference Yearbook

Document Not Available from EDRS.

Descriptors—*College Programs, *Research Reviews (Publications), Study Guides, *Study Skills

A critical analysis of study method and review is presented. Findings indicate that the SQ3R study method is used in most how-to-study manuals, but the evidence showing the efficiency of this method is both sparse and unimpressive. Only two studies have examined SQ3R as a total method, and neither yielded positive results. One controlled study is noted in which SQ3R, reading, outlining, and underlining are compared. Underlining resulted in better short term and long term comprehension and took considerably less time than either outlining or SQ3R. In the area of review strategies, only seven studies have been conducted using textbook-type material, and most of these did not control the effects of time. All generally concluded that spaced practice was most effective. One study found that massed study was more effective when time was controlled and pointed out that study close to the time of examination was more productive than at any other time. The paper concludes that students are not presented with sufficient research data on which to base valid decisions about their study behavior and that a manual on study methods presenting the relevant data is needed. (RT)

ED 031 366

RE 001 723

Shedd, Charles L.

Some Exploratory Studies on the Clinical Management of Dyslexia.

Pub Date Mar 69

Note—27p.; Paper presented at Association for Children with Learning Disabilities conference, Fort Worth, March 6-8, 1969.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Clinics, *Dyslexia, Instructional Materials, *Learning Disabilities, Multisensory Learning, Tutorial Programs

Problems concerning dyslexia are specified, suggestions for working with dyslexics are made, and a number of programs to serve as models to be improved upon are described. The major problem noted is the development of materials and procedures that can be used effectively with dyslexics. Emphasis is placed on reading from left to right, training in letter-sound correspondence, training in sound discrimination, and training in blending; in short, emphasis is on decoding procedures. Hearing sounds accurately is important in producing the sounds orally or in writing. Critical ingredients of clinical management of

dyslexics pointed out are one-to-one instruction, a multisensory approach, and highly structured material. Instructors who carry on the tutorial work do not need to be highly trained, and there is no need for additional equipment such as machines and special games. No one method is specified; a variety of environmental, emotional, and intellectual situations should be employed so that modifications, variations, and alterations can be made whenever necessary. References are included. (RT)

ED 031 367

RE 001 760

Cohen, S. Alan

Studies in Visual Perception and Reading in Disadvantaged Children.

Pub Date Mar 69

Note—12p.; Paper presented at the 12th annual meeting of the College Reading Association, Boston, Mass., March 13-15, 1969.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Disadvantaged Youth, Elementary Grades, Intelligence Tests, Perception Tests, *Reading Ability, Reading Research, Secondary School Students, *Visual Perception

Two studies were carried out to measure the difficulties in visual perception which affect the reading abilities of disadvantaged children. The first study involved children in the first grades of eight poverty-area schools. Results reinforced earlier findings that urban disadvantaged children scored poorly on tests of visual perception. Perceptual training programs did not appear to have much positive effect. A second study using high school students found that visual perception and intelligence test scores were highly correlated, indicating overlap of behavior tapped. Results of these and other studies led to the conclusions that, since correlations existed between visual perception and intelligence test measures, visual perception training might raise intelligence test scores but not necessarily reading scores. Also, while some children need perceptual training, this should not be substituted for reading readiness measures and methods. References are included. (MD)

ED 031 368

RE 001 768

Christ, Frank L.

The SR/SE Laboratory: A Systems Approach to Reading/Study Skills Counseling.

Pub Date Dec 68

Note—8p.; Paper presented at the National Reading Conference meeting, Los Angeles, Dec. 5-7, 1968.

Available from—1968 National Reading Conference Yearbook

Document Not Available from EDRS.

Descriptors—*College Programs, *College Students, Individual Counseling, Individual Study, Reading Skills, Student Improvement, Study Skills

In order to provide self-improvement through a combination of individualized learning and personal attention, the Survey of Reading/Study Efficiency Systems Laboratory is available to all Loyola University of Los Angeles students. The Student Personnel Services directs the Laboratory, which is composed of a number of centers located in the student union, the library, several residence halls, and a fraternity house. Reading and study skills materials, including workbooks, programmed texts, tapes, records, filmstrips, and tests are available for individual student use under the direction of a counselor. Lists of currently used materials are found in the Manual for Instructors and Counselors and in the Personal Program Guide. References are included. (MD)

ED 031 369

RE 001 769

Jacobson, George W. Nelson, Emily

American Language Skills: An Integrated Reading, Writing, Speaking, and Listening Program.

Pub Date Dec 68

Note—6p.; Paper presented at National Reading Conference meeting, Los Angeles, Dec. 5-7, 1968.

Available from—1968 National Reading Conference Yearbook

Document Not Available from EDRS.

Descriptors—*College Curriculum, College Freshmen, *Communication Skills, *Language Arts, Listening Skills, Reading Instruction, Reading Skills, Speaking, Writing Skills

Establishment of Southwest Minnesota State College, a new 4-year college, has made possible the creation of an American Language Skills

course to replace traditional freshmen English. Program emphasis is on integration and coordination of reading, writing, speaking, and listening skills. Students receive lectures on the reading process and on the use of materials. They spend time each week in individualized study in the campus Reading Center. Testing is done at the beginning and end of the term, using the Triggs Upper Level Survey, Forms A and G. Percentage gains in rate, vocabulary, and comprehension are greater for the group having the integrated program than for a volunteer control group receiving no reading instruction. (MD)

ED 031 370

RE 001 771

Lowe, A. J.

Educated Adult Reading Programs: What's Needed.

Pub Date Mar 69

Note—9p.; Paper presented at the 12th annual meeting of the College Reading Association, Boston, Mass., March 13-15, 1969.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Adult Reading Programs, Content Reading, Critical Reading, *Program Content, Rapid Reading, Reading Habits, Study Skills

Five topics for suggested study in an educated-adult reading program are presented in outline form. Rapid reading is seen as a major goal of most participating students, and critical reading, listening, writing, and speaking are noted as important subjects to be covered. Study methods, techniques for reading problems in science and math, and general reading habits are included. Getting students to practice at home is noted as a significant challenge for such a program. Useful materials are listed, and a careful use of tests is advised. A discussion on what improvements may be expected is recommended. (RT)

ED 031 371

RE 001 777

Ward, Byron J.

Inservice Education Programs for Public School Teachers.

Pub Date Mar 69

Note—10p.; Paper presented at the 12th annual meeting of the College Reading Association, Boston, Mass., March 13-15, 1969.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Inservice Programs, *Inservice Teacher Education, *Reading Instruction, Reading Material Selection, Scheduling, Teaching Methods

Inservice education programs for public school teachers are needed for these, among other, reasons: (1) to provide teachers with preparation for teaching reading since this often not done by colleges and universities and is often not required for state department certification; (2) to help teachers keep abreast of the latest research in the field of reading; and (3) to help teachers evaluate the vast amount of new materials available. The paramount consideration in providing an effective inservice education program is the teachers for whom it is established. Therefore, meeting times, selections of topics to be covered, and methods used to present these topics should be decided with teachers in mind if the program is to meet their needs. Inservice programs can be conducted by the inservice educator employed by the school system or by university personnel obtained on a consultant basis. One reference is noted. (MD)

ED 031 372

RE 001 778

McCarthy, Jeanne McRae

Classroom Programming for Children with Learning Disabilities.

Pub Date Apr 69

Note—15p.; Paper presented at the 47th Annual Convention of the Council for Exceptional Children, Denver, Colo., April 6-12, 1969.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Classroom Techniques, Consultants, Diagnostic Teaching, *Instructional Materials, *Learning Disabilities

Basic tenets underlying the philosophy of programming for children with learning disabilities are presented. Focus is placed on the involvement of the classroom teacher utilizing clinical teaching which matches the demands of the task to the cognitive style of the learner. It is pointed out that learning disabilities range in degree from mild to severe and require a variety of treatment programs. A team approach requiring the support of the administration and the involvement of consultants, parents, and even students is seen as necessary to success. Materials are listed in the

areas of reading, language arts, science, social studies, and math, and emphasis is placed on adjusting materials and teaching techniques for these children. Continual followup, evaluation, and revision are recommended. The paper emphasizes that classroom programming for children with special learning disabilities nearly always includes planning for use with the regular classroom teacher. (RT)

ED 031 373

RE 001 780

Millman, Howard L.

Out-Patient Diagnostic and Remedial Services for Children with Minimal Cerebral Dysfunction.

Pub Date Apr 69

Note—26p.; Paper delivered at the 47th Annual Convention of the Council for Exceptional Children, Denver, Colo., April 6-12, 1969.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Clinical Diagnosis, Counseling, *Evaluation Techniques, Medical Treatment, *Minimally Brain Injured, Parent Counseling, Perceptual Motor Coordination, Recreational Programs, *Remedial Instruction, Special Education

The activities of a child guidance clinic which diagnoses and treats children with minimal cerebral dysfunction are described. Minimal brain dysfunction is explained, and diagnostic steps are discussed. As a major function of the program, neurological, optometric, auditory, oral, general physical, educational, and psychological evaluations are conducted, preferably at one center. Specific recommendations are then made according to the strengths and weaknesses revealed by the battery of tests. These recommendations often include special school, special class, additional training within a regular classroom, visual-motor training, counseling, relevant recreational programs, and parent counseling groups. Effective methods for presenting test findings to the parents are discussed, and the activities of parent counseling groups, which are viewed as an essential part of the clinical program, are described. A bibliography is included. (RT)

ED 031 374

RE 001 781

Ironsides, Roderick A.

Who Assesses Reading Status and Progress—Tests, Teachers, or Students?

Pub Date Mar 69

Note—11p.; Paper presented at the 12th annual meeting of the College Reading Association, Boston, Mass., March 13-15, 1969.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Colleges, Goal Orientation, *High Schools, *Reading Programs, Reading Skills, *Student Evaluation, *Student Participation, Testing

Student involvement in the assessment of reading status and progress is important, because the effectiveness of teachers and tests as evaluators has limitations. Translating test results into meaningful behavioral descriptions is a difficult task, and teacher assessment is sometimes limited by the temptation to respond quickly and definitely to a single factor such as a score, an incident, or an aspect of reading. Teachers exhibit a tendency to assess the status and needs of a student and then to conduct improvement programs which often ignore those needs. The students, because of personal motivation and understanding, can help to define realistic objectives for reading and studying and for assessing their own performances. Students' needs and goals are essential elements in devising reading improvement programs on the high school and college levels. (RT)

ED 031 375

RE 001 816

Anderson, Lorena A.

How to Read a Popular Article on Reading.

Pub Date May 69

Note—11p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Critical Reading, Opinions, *Parents, Periodicals, Reading Programs, Reading Research

Some problems inherent in popular magazine articles concerning reading are discussed, and some suggestions for careful reading of them are given. It is suggested that the reader consider the following questions concerning popular magazine articles on reading: (1) What background does the author have? (2) What number of people

have been involved in the research described? (3) What is the dollars and cents cost of the program described? and (4) What critical and analytical reading skills taught to children should be applied to reading the article? (MD)

ED 031 376

RE 001 818

Arley, A. Sterl

The Teacher Variable in the Teaching of Reading.

Pub Date May 69

Note—20p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Educational Research, Effective Teaching, *Reading Research, Research Methodology, *Research Needs, Student Teacher Relationship, Teacher Behavior, Teacher Characteristics, *Teacher Education, Teacher Evaluation

Review of research literature has led to the conclusion that it is the teacher, more than the material, the method, or any other variable, that makes the greatest difference in children's reading achievement. Measuring teacher abilities and effectiveness is, however, a difficult if not impossible task unless teaching is defined in terms of teacher behavior as related to pupil behavior and cognitive aspects of learning. Future research should be concerned with (1) formulating a broad and inclusive concept of reading maturity, (2) making decisions on how to measure correlates of reading growth, (3) ascertaining teacher characteristics and behavior which are most effective in promoting these assumed factors or variables, (4) subjecting each assumed factor to measurement and determining its relation to pupil growth in reading, and (5) using all of this information to improve programs of teacher education in reading. References are included. (MD)

ED 031 377

RE 001 819

Athey, Irene

Affective Factors in Reading.

Pub Date 2 May 69

Note—29p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 2, 1969.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—*Affective Behavior, Anxiety, Attitudes, Cognitive Development, *Emotional Development, Environmental Influences, *Learning Readiness, Models, *Reading Development, Self Concept, Theories

A discussion of the role of affective factors in reading within the framework of the substrata factor theory is presented. The substrata factor theory and theories of the intellect are briefly discussed, and the absence of affective factors in these theories is pointed out. These affective factors are seen as influential in the individual's working system for solving problems, including the problem of learning to read. Learning to read is viewed as a developmental task imposed by society at the time the child enters school, and his previous history in coping with earlier problems and challenges is concluded to influence his approach to this latest task. Research studies discussing such affective factors as self-concept, autonomy, anxiety, an accurate perception of reality, environmental mastery, and attitudes toward learning are reviewed, with emphasis on their influence on learning to read. The need for greater clarification of educational objectives in the affective domain and better methods for evaluating the accomplishment of these objectives are noted. A bibliography is included. (RT)

ED 031 378

RE 001 821

Bissett, Donald J.

The Usefulness of Children's Books in the Reading Program.

Pub Date May 69

Note—11p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Childrens Books, Literature, Reading Development, Reading Instruction, Reading Materials, Reading Programs

Suggestions of potential uses for non-textbooks in classrooms are made according to the conviction that books should be a central portion of reading instruction. In readiness and initial reading instruction non-textbooks can be used to create a desire to read, to develop readiness

skills, to develop reading skills associated with comprehension and word study, and to provide entry into literature. In later stages of reading instruction books can be used to practice reading skills, to individualize instruction, and to stimulate voluntary reading. Research into the use of books in these ways is surveyed, and the conclusion is reached that the teacher will find many specific ways to use non-textbooks in his classroom. References are included. (MD)

ED 031 379 RE 001 852

Kerfoot, James F.
What Parents Should Know About Reading Comprehension.

Pub Date May 69

Note—8p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Comprehension Development, Critical Thinking, Group Relations, Language Development, Listening, *Parents, Prereading Experience, Questioning Techniques, *Reading Comprehension, *Teaching Methods, Word Recognition

Comprehension is seen as involving meaningful communication between author and reader. Different degrees of comprehension such as literal comprehension, evaluation, reorganization, and reaction are discussed, and experience, intelligence, language development, and decoding skills are noted as important factors which influence reading comprehension. In addition to perceptive questioning and group discussions, using a wide variety of materials, giving background information, and utilizing listening activities are included as teaching strategies for developing comprehension. Parental understanding of reading comprehension and how it is achieved is seen as an important contribution to the child's educational success. References are included. (RT)

ED 031 380 RE 001 856

Maxwell, Martha J.
Improving Flexibility Through Skimming and Scanning Training.

Pub Date May 69

Note—11p.; Paper presented at the International Reading Association Conference, Kansas City, Mo., April 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*College Programs, Rapid Reading, Reading Materials, *Reading Skills, Reading Speed, Study Skills, Teaching Techniques

The rationale and techniques for developing skimming and scanning skills with college students are discussed, and it is noted that perfecting these skills involves changing some basic attitudes towards reading such as the ideas that one needs to read every word and that increasing speed decreases comprehension. Lengthy passages in regular college texts were chosen as effective materials to develop skimming and scanning skills, and exercises were developed for skimming for main ideas and for scanning for details and/or specific words or phrases. Techniques for improving skimming and scanning skills which include controlling the amount of time spent on exercises, analyzing the author's organization, and reading the first and last paragraphs are briefly presented. Preliminary studies indicated that including skimming and scanning training in short rapid-reading courses resulted in increased rate gains and that it may produce more flexible readers. References are included. (RT)

ED 031 381 RE 001 860

McCracken, Robert A. Brown, Salome E.
A Study of the Achievement of First Grade Pupils in Pronouncing Words Presented in Isolation in Capital and Lower Case Orthography.

Pub Date 1 May 69

Note—10p.; Paper presented at the International Reading Association Conference, Kansas City, Mo., April 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Elementary School Students, Grade 1, *Orthographic Symbols, Primary Grades, *Pronunciation, Reading Research, Reading Tests, *Word Recognition

A total of 339 pupils from 99 first-grade classes were tested over a 2-year period to determine whether they could pronounce words presented singly, out of context, equally well when they

were printed with all capital letters, first letter only capitalized, or all lower case orthography. The Isolated Word Recognition test of the Standard Reading Inventory was used. The scores were significantly in favor of higher achievement on words presented in all lower case orthography. The findings supported the contention that configuration may be important in recognizing words. This support was inferential only in that the data did not refute the idea of configuration; a refutation would have been made if performance in both forms had been equal. The findings gave a mixed interpretation for the usefulness of modified or augmented alphabetic systems, since the moving from lower case orthography to capital orthography might be viewed as a problem of transfer. There was an average achievement difference of about 25 percent, favoring better performance with lower case orthography. References and tables are included. (Author/MD)

ED 031 382 RE 001 865

Newman, Harold
Pitfalls and their Avoidance in Teaching Phonics.

Pub Date Mar 69

Note—19p.; Paper presented at the College Reading Association conference, Boston, Mass., Mar. 13-15, 1969.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Beginning Reading, Individualized Instruction, *Phonics, *Reading Instruction, *Teaching Methods, Teaching Procedures, Teaching Techniques

A discussion of several shortcomings of phonics instruction is aimed at aiding teachers in avoiding such pitfalls as (1) following just one method of phonics instruction whether or not it is helpful to children, (2) treating all children alike and teaching them all the same phonetic elements at the same time, (3) continuing an approach regardless of its effectiveness with some or all children in a class, (4) treating phonics and phonetics as if they were the same, and (5) adhering to pronouncements by experts without scrutiny of their value in immediate circumstances. Examples of these pitfalls are given, along with suggestions for avoiding them. The conclusion is reached that an eclectic approach to phonics should be taken by teachers in order to provide individual children with the particular help they need in whatever way they can best learn. (MD)

ED 031 383 RE 001 866

Oakland, Thomas
Relationships Between Social Class and Phonemic and Nonphonemic Auditory Discrimination Ability.

Pub Date Feb 69

Note—20p.; Paper presented at the American Educational Research Association conference, Los Angeles, Calif., Feb. 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Auditory Discrimination, *Auditory Tests, *Auditory Training, *Culturally Disadvantaged, Language Skills, Phonemes, Reading Research, *Socioeconomic Status

The relationships between social class membership and performance on phonemic and nonphonemic auditory discrimination tests were examined. Three socioeconomic groups (upper-middle class (UM), upper-lower class (UL), and lower-lower (LL) class) of 20 subjects each were administered the Wepman Auditory Discrimination Test and nonphonemic auditory discrimination tests of intensity, frequency, and pattern. The socioeconomic status of all Caucasian students within six first-grade classes was determined by ratings on the Index of Status Characteristics. A table of random numbers was used to assign the subjects to each of the socioeconomic groups. On the Wepman test the UM group and the UL group performed significantly better than the LL group. On the nonphonemic auditory discrimination tests, the UM group performed significantly better than did the UL or the LL groups on seven of 12 measures. On no measure was a lower socioeconomic group significantly better than a higher socioeconomic group. Correlations between error scores on the Wepman test and error scores on the nonphonemic auditory discrimination tests seem to indicate that the phonemic and nonphonemic tests measure somewhat different abilities, and the use of combined results is recommended. Tables and references are included. (WB)

ED 031 384

RE 001 871

Rosen, Carl L.
Some Needed Research Regarding the Language and Reading Instructional Problems of Spanish Speaking Children.

Pub Date 1 May 69

Note—18p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Bilingual Education, *Bilingualism, Compensatory Education Programs, Curriculum Research, English (Second Language), *Language Research, Reading Development, *Reading Research, *Research Needs, Spanish Speaking

Three major areas of needed research in language and reading development for children of Spanish-speaking backgrounds are presented in a general overview. The first area of need is that of normative and descriptive studies of prelearning processes. This includes analyses of language base and home language behavior and is aimed at a more precise description of bilingual style. The second area of need is that of compensatory educational programs. These should be based on research and experimentation designed to determine language characteristics and needs. The third area of need is that of research in curriculum and materials modifications. Present curricula should be researched and evaluated, and new and innovative curricula should be designed which reflect research findings. An extensive bibliography of material reviewed is included. (MD)

ED 031 385 RE 001 873

Sawyer, Robert N.
The Effect of Specialized Developmental Reading and Study Skills Instruction and Counseling on a Sample of Students with Above Average Quantitative and Below Average Verbal Skills.

Pub Date 69

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—College Freshmen, College Programs, *College Students, Counseling, Developmental Reading, *Reading Instruction, *Reading Programs, Reading Research, Study Skills

An investigation was made of the success of a developmental reading program with students possessing limited skills, the effect of reading instruction and counseling on grade point average, and the effect of reading instruction and counseling on attrition rate. Ninety freshmen students from the University of Missouri-Rolla were divided into three groups and matched on five psychometric variables. The experimental group was provided instruction in developmental reading and study skills; counseling service was provided on a voluntary basis and was initiated at the time of registration. All reading data were collected by pretest and post-test procedures. The semester hours attempted and passed, the semester grade point average, and the attrition rates were collected at the completion of each semester for 3 semesters. A significant difference was noted between initial and final reading rates without any significant decrease in comprehension; grade point averages were significantly higher, and attrition rate was significantly lower for the experimental group than for either control group. Subjects gave positive evaluations of the program and encouraged continuance and expansion. References and tables are included. (Author/MD)

ED 031 386 RE 001 879

Van Eiten, Carlene
Ingredients (Immediate Materials Selection).

Pub Date Apr 69

Note—15p.; Paper presented at the Council for Exceptional Children conference, Denver, Colo., Apr. 6-12, 1969.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Content Analysis, Indexing, *Information Retrieval, *Information Storage, Instructional Materials, *Instructional Materials Centers, Reading Materials, Resource Centers, Resource Materials

A prescriptive materials laboratory, called the Educational Modulation Center, (EMC) provides teachers and consultants with immediate access to materials for use in specific teaching situations. Materials included in the EMC files are carefully analyzed according to mental age level, material

format, general and specific content, stated purpose, the amount of coverage devoted to various skills, organization, type of activity, print size, price, teaching aids, and source availability. All entries are numbered and indexed, using thesaurus index terms, and are stored using an optical matrix system. Potential users consult the thesaurus for terms covering the subject in which they are interested, scan the cards corresponding to the term, and select the materials which will fit their needs. (MD)

ED 031 387

RE 001 880

Wagner, Irwin

The i/t/a in Lompoc: A Longitudinal Study.

Pub Date 2 May 69

Note—19p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Elementary School Students, *Experimental Curriculum, *Initial Teaching Alphabet, *Longitudinal Studies, Primary Grades, Reading Programs, Reading Research, Reading Tests, Sex Differences, Standardized Tests, Statistical Studies

Five hypotheses were tested in two longitudinal studies involving i/t/a used with primary-grade children in the Lompoc Unified School District of California. Parents were allowed to request i/t/a training, teachers were given instruction in i/t/a, and children received i/t/a training in first grade. Reading sections of the Stanford Achievement Test, Primary I, were given in both i/t/a and T.O. forms at the end of first grade, and T.O. forms were given at the ends of grades 2 and 3. Results concerning the five hypotheses showed (1) that i/t/a-trained children outperformed T.O.-trained children in grade 1, but not in grades 2 or 3; (2) that boys did not equal girls in achievement with i/t/a training; (3) that boys who were i/t/a-trained outperformed T.O.-trained girls in grade 1, but not in grades 2 or 3; (4) that older i/t/a- or T.O.-trained children outperformed younger children at grades 1, 2, and 3; and (5) that young i/t/a-trained children outperformed older T.O.-trained children in grade 1, but not in grades 2 or 3. Tables of test results are included. (MD)

ED 031 388

RE 001 956

Holden, Marjorie H. MacGinitie, Walter H. *Children's Conceptions of Word Boundaries as a Function of Different Linguistic Contexts.*

Pub Date Feb 69

Note—12p.; Paper presented at the conference of the American Educational Research Association, Los Angeles, Calif., February 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Auditory Evaluation, Beginning Reading, *Kindergarten Children, *Language Research, Linguistics, Reading Readiness

An evaluation of kindergarten children's awareness of lexical units and of the relationship of this variable to prediction of beginning reading is presented. Eighty-four kindergarten children—47 boys and 37 girls—served as the subjects and were tested individually for their ability to identify word boundaries spoken in sentences. The study concluded that function words were more difficult to isolate than words having more lexical meaning. The child's sensitivity to the rhythmic aspects of an utterance may influence the way he segments that utterance. Correlations between the testing instruments used in this study and reading readiness test scores were low. Additional conclusions, references, examples of test items, and response patterns are included. (RT)

ED 031 389

SE 006 248

Schuck, Robert Frederick

An Investigation to Determine the Effects of Set Induction Upon the Achievement of Ninth Grade Pupils and Their Perception of Teacher Effectiveness in a Unit on Respiration in the BSCS Curricula.

Arizona State Univ., Tempe.

Pub Date 68

Note—174p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 67-15582, Microfilm \$3.00, Xerography \$8.00).

Document Not Available from EDRS.

Descriptors—*Achievement, *Biology, Doctoral Theses, *Effective Teaching, Grade 9, *Instruction, *Secondary School Science, Student Opinion, Student Teachers

Identifiers—Biological Sciences Curriculum Study

The effect of teachers trained in the use of set induction techniques upon pupil perception of effective teaching and pupil achievement was studied. Volunteers about to begin student teaching and a random sample of ninth grade students were selected for study. The teachers and students were randomly assigned to teach and study, respectively, a unit on respiration in one of the three Biological Sciences Curriculum Study Versions. Nine teachers of 90 students were given set induction training and nine other teachers of 90 students were not. Teachers trained in set induction techniques, as a group, were judged by their pupils as more effective. Furthermore, the achievement of these pupils was significantly higher than pupils of teachers not trained in set induction techniques. No significant differences were found in student achievement or in pupil perception of effective teaching as a result of any of the three BSCS versions. (BC)

ED 031 390

SE 006 305

Carey, Russell L. Steffe, Leslie P.

An Analysis of the Effects of Selected Experiences on the Ability of Preschool Children to Use Conservation of Length and Conservation of Length Relations.

Georgia Univ., Athens.

Pub Date 69

Note—13p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching, Pasadena, California, February 1969.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Curriculum Development, *Elementary School Mathematics, *Instruction, *Learning, *Measurement

This study was concerned with the effects of selected experiences on the ability of preschool children to use conservation of length and conservation of length relations. The experiences involved the equivalence relation "the same length as" and the two order relations "shorter than" and "longer than." The subjects were 51 four and five year old children in the Suder Elementary School, Jonesboro, Georgia. Students' verbal maturity, intelligence, and social class ranges were measured by the Peabody Picture Vocabulary Test, Stanford Binet Intelligence Scale, Form L-M, and the Hollingshead Two Factor Index of Social Position, respectively. All children received instruction in establishing length relations between two curves, conserving length relations, and conserving length. The conclusions drawn from an 18 item conservation of length relations test support Piaget's Theory that experience is necessary, but not sufficient for the development of logical thought. The data suggest that the ability to use the reflexive property is different from and precedes the ability to use the non-reflexive property. Finally, there appears to be little, if any, relation between the student variables, Verbal Maturity, I.Q., Age, and Social Class, and scores earned by four and five year old children on conservation of length items involving the reflexive or non-reflexive property. (RP)

ED 031 391

SE 006 517

Kantz, Paul Thomas

An Investigation of Elementary School Children's Concepts of Selected Terms and Principles in Science in 1950 and in 1964.

Texas Univ., Austin.

Pub Date 68

Note—474p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-16040, Microfilm \$6.05, Xerography \$21.40).

Document Not Available from EDRS.

Descriptors—*Achievement, Doctoral Theses, *Elementary School Science, Grade 1, Grade 3, Grade 5, *Scientific Concepts, *Scientific Principles

This study initiated in 1950, tested two hypotheses: (1) that as elementary school children progress through school their concepts of terms and principles in science become more correct, and (2) that elementary school children in 1964 would be more correct in their concepts of scientific terms and principles than similar children were in 1950. An electronically recorded demonstration - interview was developed which produced children's responses that revealed their concepts of scientific terms and principles. This interview was applied to 60 children in 1950 selected from grades 1, 3, and 5, and a matched group of 60 children in 1964. Sixty-eight terms

and principles presented in the demonstration - interview evoked a total of 532 different concepts. Of these, 372 were common to both groups. Seventy-four concepts that were found in the 1950 data were not evident in the 1964 data. There were 86 concepts exhibited in 1964 data only. The older children were distinctly more correct in their concepts of 58 terms and principles and not apparently different in scientific correctness in three of the terms and principles. The 1964 group appeared to be more scientifically accurate in their concepts of 41 terms and principles and the 1950 children seemed to be more correct on 20 terms and principles. (BC)

ED 031 392

SE 006 523

Dallas, Lee Alexander

A Comparison of the Effects of Two Structures of Knowledge on the Application of Science Concepts by Preservice Elementary School Teachers.

Temple Univ., Philadelphia, Pa.

Pub Date 68

Note—138p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-17822, Microfilm \$3.00, Xerography \$6.60).

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Cognitive Measurement, College Students, *Concept Formation, Doctoral Theses, *Preservice Education, *Scientific Concepts, Teacher Education

Identifiers—Scholastic Aptitude Test, Taxonomy of Educational Objectives, Test of Concept Application

This study determined the effects that organization of a science curriculum would have on students' ability to apply the concepts comprising that curriculum. A test was designed by the investigator to measure behaviors of concept application. An experimental group consisted of students in a professional science education course while the control group was comprised of students in a professional social studies course. Both groups were equated on the basis of scores on the "Scholastic Aptitude Test," point-hour ratios, and pre-test scores on the "Test of Concept Application." One section of the experimental group studied ten science concepts presented in hierarchical order, another section studied the same concepts in non-hierarchical order. The control group studied neither curriculum. Students were pre- and post-tested with the "Test of Concept Application." Findings revealed no significant differences between the two experimental groups. Compared to the control group the experimental groups made significantly greater gains. (BC)

ED 031 393

SE 006 527

Bunsen, Dale Maurice

A Comparison of Methods of Science In-Service Education for Elementary Teachers Utilizing the American Association for the Advancement of Science (AAAS) "Science-A Process Approach" Materials.

Nebraska Univ., Lincoln. Teachers Coll.

Pub Date 68

Note—100p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-18042, Microfilm \$3.00, Xerography \$5.00).

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Elementary School Science, Inservice Education, Methods Courses, *Teacher Education

Identifiers—American Assn for the Advancement of Science, Science A Process Approach

Compared were teachers classified into one of four categories depending on the type of training they received in the usage of "Science-A Process Approach." "Lead" teachers received special workshop training and then taught inservice courses to other teachers who were subsequently categorized as "Inservice" teachers. Teachers given training in a college elementary science methods course were labeled "Methods" teachers. Those teachers receiving no training were labeled "Unexposed." All four categories of teachers then taught "Science-A Process Approach" to elementary school students. The scores of their students on three American Association for the Advancement of Science (AAAS) Process Measures were examined to evaluate teacher competencies. The students in

each group were found to be comparable in ability prior to the investigation. Results indicated that students of "Unexposed" teachers scored significantly lower than the teachers in the three other categories. The scores of students of "Lead" teachers were significantly higher than for teachers in the other categories. (BC)

ED 031 394

SE 006 549

Fenner, Peter

Fund Sources for Undergraduate Geology. CEGS Programs Publication No. 3.

American Geological Inst., Washington, D.C.

Pub Date 69

Note—13p.

Available from—American Geological Institute, 2201 M Street, N.W., Washington, D.C. 20037 (\$0.50, single copies free)

Document Not Available from EDRS.

Descriptors—*College Science, *Financial Support, *Geology, *Indexes (Locators), Undergraduate Study

Identifiers—American Geological Institute, Council on Education for the Geological Sciences

To help those concerned with the present shortage of funds, the Council on Education for the Geological Sciences (CEGS) has compiled this list of possible sources of support for undergraduate geology programs. The \$1,200 fund sources included have been subdivided into five ranges, according to last known annual amounts given for all purposes. Government Agencies are listed under United States Government. Footnotes (target) refer to emphasis on geographic area of giving (locus), and preferred academic discipline of giving (level). Under locus, the listings, state, local, and municipal, refer to the area of the foundation's headquarters. Two criteria were used for inclusion of sources on this list: (1) at least \$10,000 was given during the last year for which data were available, and (2) at least some of the money available might conceivably be used in undergraduate geology for equipment, research, space, or stipends. The many sources that give less than \$10,000 per year are not included in this list, nor are sources that give only to specific institutions or to families and employees of specific firms. (BC)

ED 031 395

SE 006 566

Robinson, James T.

The Nature of Science and Science Teaching.

Columbia Univ., New York, N.Y.

Pub Date 68

Note—149p.

Available from—Wadsworth Publishing Company, Inc., Belmont, California

Document Not Available from EDRS.

Descriptors—Biology, *Educational Objectives, *Philosophy, Physics, Sciences, *Scientific Enterprise, *Scientific Literacy, *Scientific Methodology

Identifiers—Henry Margenau, Joseph Woodger, Morton Beckner, Percy Bridgman, Philip Frank

This book analyzes the philosophical writings of several scientists: Henry Margenau, Philip Frank, Percy Bridgman, J. H. Woodger, Morton Beckner, and the report of a symposium on the concepts of biology. A view of the nature of the physical and biological sciences is synthesized which incorporates both inductive and deductive elements. Philosophical and methodological understandings which contribute to scientific literacy are listed. (EB)

ED 031 396

SE 006 658

Welch, Wayne W.

Applied Research in a Curriculum Project: Accomplishments and Limitations.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Pub Date Feb 69

Note—10p.; Paper presented at the meeting of the American Educational Research Association, Los Angeles, California, February 1969.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Curriculum Development, *Evaluation, *Physics, *Science Course Improvement Project, Science Education, *Secondary School Science

Identifiers—Harvard Project Physics

The validity of statements by various "national curriculum projects" concerning the availability of research evidence to support their claims for the attainment of their objectives is questioned. Evaluation procedures employed by these various

curriculum development groups are criticized for lack of empirical data. Obtaining such data is seen as the purpose of applied research in curriculum projects. Applied research differs from basic research in that it is oriented to a specific curriculum, rather than to variables common to many curricula. Two components of applied research are "formative evaluation" and "summative evaluation," the former concerned with questions concerning the product while being developed and the latter concerned with the final product. The success and limitations of both formative and summative evaluation techniques used by Harvard Project Physics (HPP) is described. In process is a book for the professional researcher describing in detail HPP procedure and the results of both formative and summative evaluation studies. (BC)

ED 031 397

SE 006 889

Dienes, Z. P.

An Elementary Mathematics Program.

Canadian Council for Research in Education, Ottawa (Ontario).

Pub Date Jan 69

Note—13p.; Paper presented to the seventh Canadian Conference on Educational Research, Victoria, British Columbia, January 1969

Available from—Canadian Council for Research in Education, 265 Elgin St., Ottawa 4, Canada (\$0.15 per single copy)

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Arithmetic, *Curriculum Development, *Elementary School Mathematics, *Learning, Mathematics Education, Program Development

Reported is the construction of a primary mathematics curriculum on two kinds of data: the structure of mathematics itself, and the developmental realities of the child. Principles which have been assumed in this development are (1) since mathematics is abstract, the process of abstracting mathematics must be well prepared, (2) since mathematics deals with generalities, the variables involved in structures to be learned must be varied as much as possible to encourage generalization, (3) the necessity to take into account the difficulties in passing from the pre-operational to the operational stage. This involves a radical re-thinking of the way of presenting many classical parts of mathematics to young children, and (4) the need to follow the logical mathematical build-up of natural number and the other number systems in designing the curriculum. In view of these principles, the author stresses the necessity to teach relations and sets, accompanied by logic. (RP)

ED 031 398

SE 007 068

Doty, Gene

An Introduction to Laboratory Chemistry.

Hillsboro Senior High School, Ore.

Pub Date 69

Note—120p.

Available from—Northwest Library Service, Inc., P. O. Box 25112, Portland, Oregon 97225.

Document Not Available from EDRS.

Descriptors—*Chemistry, *Instructional Materials, Laboratory Experiments, *Laboratory Manuals, *Science Activities, Science Equipment, *Secondary School Science

Provided are 45 experiments in chemistry which have been used successfully by students in secondary school chemistry classrooms. Additional investigations directed at further inquiry on the part of the student are included. The experiments are directed at the development of science process skills and many of the concepts and generalizations which underlie the study of chemistry. Also included are an equipment list, information on laboratory safety, the use and care of laboratory equipment, comments on the preparation of a laboratory report, and a glossary. (RS)

ED 031 399

SE 007 114

Jacobs, John Dale

The Development and Evaluation of a Unified Chemistry-Physics Course Taught by a Cooperative Teaching Method for a Two-Year Period.

Pennsylvania State Univ., University Park.

Pub Date 67

Note—308p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106

(Order No. 67-15397, Microfilm \$3.95, Xerography \$13.95).

Document Not Available from EDRS.

Descriptors—Chemistry, *Curriculum Development, Doctoral Theses, Grade 11, Grade 12, *Integrated Curriculum, Physics, *Secondary School Science

Identifiers—Cooperative Science Test Chemistry, Cooperative Science Test Physics, Cooperative Sequential Tests Educational Progress

The purpose of this study was to develop and to evaluate a two-year unified chemistry-physics course at the secondary-school level. Tenth- and eleventh-grade students were placed into experimental and control groups by random sampling with respect to sex and grade level. The experimental and control groups each consisted of 24 students. The experimental group was enrolled in a two-year unified chemistry-physics course. This course was taught by a cooperative teaching method involving both a chemistry instructor and a physics instructor. The control group was enrolled in an academic chemistry course during the first year and in an academic physics course during the second year of the investigation. These courses were each taught by one instructor. The same instructors taught both the experimental and control groups. The courses were designed so that both groups would cover essentially the same subject matter. There were no significant differences in achievement in chemistry and physics; and in understanding science between students in the unified course and students in the traditional sequence of chemistry and physics; and (2) the unification of chemistry and physics was not detrimental to achievement in the areas tested and offered such advantages as providing for an economy of time, the avoidance of duplication of subject matter, a more unified view of the physical sciences, and reinforcement in learning. (BC)

ED 031 400

SE 007 118

Gold, Louis Lance

Verbal Interaction Patterns in the Classrooms of

Selected Science Teachers: Biology.

Ohio State Univ., Columbus.

Pub Date 66

Note—231p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 66-10011, Microfilm \$3.00, Xerography \$10.60).

Document Not Available from EDRS.

Descriptors—*Biology, Doctoral Theses, *Instruction, *Interaction Process Analysis, *Secondary School Science, *Teacher Behavior

Identifiers—Student Opinion Questionnaire, Teacher Rating Scale, Teaching Situation Reaction Test

Investigated were whether differences exist in the verbal behavior of effective and less effective secondary school biology teachers. From a population of 29 biology teachers a sample of five effective and five less effective biology teachers was selected. Effectiveness was determined by a teacher's combined score on the Teacher Rating Scale, Student Opinion Questionnaire, and the Teaching Situation Reaction Test. Verbal interaction behavior was categorized using the 16-category system devised by Hough. Concluded were that (1) the percentage of classroom time spent in the 16 categories did not differ significantly for the two groups; (2) the effective teachers did not have ratios of direct to indirect teacher influence that differed significantly from the less effective ones; (3) the two groups did not differ in the ratios of indirect to direct teacher influence regarding student orientation, and total direct teacher influence to total student talk; and (4) although overall classroom patterns of classroom behavior were significantly (.01) different, a statistical analysis of each individual cell did not reveal any significant (.05) differences. (RS)

ED 031 401

SE 007 119

Schirner, Silas Wesley

A Comparison of Student Outcomes in Various Earth Science Courses Taught by Seventeen Iowa Teachers.

Iowa Univ., Iowa City.

Pub Date 67

Note—103p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-974, Microfilm \$3.00, Xerography \$5.20).

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Critical Thinking, Doctoral Theses, *Earth Science, *Interaction Process Analysis, *Secondary School Science, *Teacher Characteristics
 Identifiers—Earth Science Curriculum Project Final Exam, Iowa, Test of Science Knowledge, Test on Understanding Science, Watson-Glaser Critical Thinking Appraisal

The effects of the type of earth science course (Earth Science Curriculum Project (ESCP) and non-ESCP), the directness or indirectness of teacher-pupil interaction in various teaching activities (I/D ratio), and the teacher's philosophical orientation (T/NT ratio) on various student outcomes such as understanding of science and scientists; critical thinking; knowledge of physical and natural science facts; and knowledge of principles, methods, and procedures of science were studied. Thirteen Iowa schools, 17 teachers, and 750 students were involved in the study. Six tests were used to measure student outcomes. Factors compared with the ESCP and non-ESCP students were the teacher's average I/D ratio, laboratory I/D ratio, discussion I/D ratio, teacher's philosophical orientation. Flanders' Interaction Analysis was used to determine I/D ratios, and a Teacher's Educational Credo Preference Check List was constructed to determine the T/NT ratio. Some of the findings were: (1) the ESCP students develop into significantly better critical thinkers than the non-ESCP students, (2) a student with a teacher having direct and traditional beliefs has an advantage if in a non-ESCP course and is at a disadvantage if in an ESCP course, (3) a student having a teacher that is indirect with non-traditional beliefs has an advantage if in an ESCP course and is at a disadvantage if in a non-ESCP course. (BC)

ED 031 402

SE 007 131

Philipson, Willard Dale

The Effectiveness of Selected Films on Learning Biological Concepts by High School Students.
 Minnesota Univ., Minneapolis.

Pub Date 67

Note—103p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 67-14640, Microfilm \$3.00, Xerography \$5.20).

Document Not Available from EDRS.

Descriptors—*Biology, *Concept Teaching, Doctoral Theses, Films, *Instruction, Instructional Media, *Secondary School Science

Determined were the effects of educational motion pictures on the learning of biological concepts in a tenth grade biology course. Randomly assigned to sections were 173 students. One section was randomly drawn as the control group; the remaining sections were assigned as experimental groups. The experimental groups were shown films correlated on the AIBS test form and the Iowa Tests of Educational Development: Natural Sciences Battery. Found were that (1) the experimental groups achieved significantly better than the control on the AIBS test form, and (2) that no significant differences existed between the two groups in learning biological concepts as measured by the ITED: General Background in the Natural Sciences and Interpretation in the Natural Sciences. Data are also provided on an honors section (16 students) which was also carried in the experiment, but was not considered part of the sample. (RS)

ED 031 403

SE 007 132

Scriven, Eldon George

An Analysis of Types of Concepts Used by Fourth Through Ninth Graders in Writing Explanations of Scientific Terms.

Cornell Univ., Ithaca, N.Y.

Pub Date 67

Note—174p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 67-2721, Microfilm \$3.00, Xerography \$8.00).

Document Not Available from EDRS.

Descriptors—*Concept Formation, Doctoral Theses, *Elementary School Science, *Learning, *Science Education, *Secondary School Science, Vocabulary

Investigated were the proportions of concept types used by fourth through ninth graders to explain scientific terms. Data were collected and analyzed to relate the types of concepts used by students in their explanations to the variables of

sex, grade level, and intelligence. An analysis of the types of concepts used by groups of students to explain task terms revealed the conceptual structures with which they categorized meanings of referents in their environment. Asahel Woodruff's concept type classification was used. It was found that (1) different groups of students do use different proportions of concept types to explain scientific task terms. (2) the variables of intelligence and grade level appear to exert the most influence upon concept usage, (3) high and medium I.Q. groups use mainly structure and process type concepts, (4) process concepts are used by all intelligence levels with increasing frequency as students advance in grade groupings, (5) low I.Q. students use proportionately more quality concepts than process or structure concepts at all grade levels, and (6) boys and girls do not differ significantly in the proportions of concept types which they use. (RS)

ED 031 404

SE 007 135

Jones, John Link

Effects of Spelling Instruction in Eighth-Grade Biological Science Upon Scientific Spelling, Vocabulary, and Reading Comprehension; General Spelling, Vocabulary, and Reading Comprehension; Science Progress; and Science Achievement.

Maryland Univ., College Park.

Pub Date 66

Note—136p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 67-6121, Microfilm \$3.00, Xerography \$6.60).

Document Not Available from EDRS.

Descriptors—Achievement, *Biology, Doctoral Theses, Grade 8, *Instruction, Reading, *Secondary School Science, *Spelling

Determined were whether instruction in spelling of science words in eighth-grade biological science had any significant effect upon scientific spelling, vocabulary, and reading comprehension; general spelling, vocabulary, and reading comprehension; science progress; and science achievement for classes of average and above average students. Also, the retained effects, one year after the end of the experimental period, were determined. It was found that differences were significant (.01 level) for (1) the above average groups on the Science Spelling, Science Vocabulary California, Spelling, and Science Achievement Tests, and (2) the average groups on the Science Spelling Test. One year from the end of the experimental period it was found that (1) significant differences (.01 level) still existed for the above average groups on Science Spelling, and Science Achievement Tests, and (2) that no significant differences persisted in the average groups for the variables being studied. (RS)

ED 031 405

SE 007 156

Progress Report, Stanford Program in Computer-Assisted Instruction for the Period January 1, 1969 to March 31, 1969.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Pub Date Mar 69

Contract—OEC-0-8-001209-1806

Note—48p.

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—Arithmetic, *Computer Assisted Instruction, Curriculum, Curriculum Development, *Elementary School Mathematics, *Languages, Mathematics Education, Program Descriptions, Program Development, *Programming, *Reading

This is a progress report covering the major activities of the Stanford Program in Computer-Assisted Instruction for the period January 1, 1969 to March 31, 1969. The programs summarized in this report are (1) The Drill-and-Practice Mathematics Program, (2) The Drill-and-Practice Reading Program, (3) The Second-Year Russian Program, (4) The Computer-Assisted Instruction in Programming-AID, and (5) The Computer-Assisted Instruction in Programming-SIMPER and LOGO. (RP)

ED 031 406

SE 007 157

Suppes, Patrick

On the Problems of Using Mathematics in the Development of the Social Sciences.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Pub Date May 69

Note—26p.; Technical Report No. 143 Psychology Series

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Curriculum Problems, *Educational Problems, *Mathematical Applications, *Mathematics Education, *Social Sciences

In the first part of this paper, several important trends of mathematics in the social sciences since the end of World War II are reviewed. Among these are (1) decision theory, (2) the development of macroeconomics as it relates to economic theory and the economics of growth, (3) the general theory of measurement, (4) structural linguistics, and (5) the role of computers. The second part of the paper focuses on problems encountered in attempting to extend the use of mathematics in the social sciences. Included among these problems are (1) the training of graduate students, (2) training in elementary set theory and logic, (3) identification and measurement of variables that will prove significant in social science theories of the future, (4) the problem of linearity, (5) the analytical difficulties of probability theory, (6) the issue of mathematical rigor versus mathematical power, (7) the assessment of the future role of computers in the social sciences and their impact on mathematical developments, and (8) real world predictions versus laboratory predictions in evaluation. (RP)

ED 031 407

SE 007 159

Domotor, Zoltan

Probabilistic Relational Structures and Their Applications

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Pub Date May 69

Note—171p.; Technical Report No. 144 Psychology Series

EDRS Price MF-\$0.75 HC-\$8.65

Descriptors—Logic, *Mathematical Applications, *Mathematical Concepts, *Mathematics, *Probability, *Probability Theory

The principal objects of the investigation reported were, first, to study qualitative probability relations on Boolean algebras, and secondly, to describe applications in the theories of probability logic, information, automata, and probabilistic measurement. The main contribution of this work is stated in 10 definitions and 20 theorems. The basic concern in this technical report was to show that probability, entropy, and information measures can be studied successfully in the spirit of representational or algebraic measurement theory. The method utilized in this report is based on the most general results of modern mathematics, which state a one-to-one correspondence among relations, cones in vector spaces, and the classes of positive functionals. (RP)

ED 031 408

SE 007 160

Suppes, Patrick Morningsstar, Mona

Evaluation of Three Computer-Assisted Instruction Programs.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Pub Date May 69

Note—62p.; Technical Report No. 142 Psychology Series

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—Academic Achievement, *Achievement, Comparative Analysis, *Computer Assisted Instruction, *Curriculum Development, *Elementary School Mathematics, Evaluation, Mathematics Education, Number Concepts, *Program Evaluation

This technical report is concerned with the evaluation of three Computer-Assisted Instruction (CAI) Programs - The Drill-and practice Program in Elementary School Mathematics, The Brentwood Tutorial Mathematics Program, and the Russian Program. Among the results reported were (1) the drill-and-practice mathematics program used in Mississippi and California showed positive results for grades 1 through 6 in Mississippi and for some other grades in California in comparison with matched control groups, (2) the tutorial mathematics program used with first and second graders in a deprived area in California had a statistically significant positive effect for slow learners in grade 1 in comparison with traditional classroom instruction, and (3) in the Russian course for college students, CAI students performed significantly better than control students on final examinations for two of the three academic quarters for the first-year course and on a quarter examination used in the second-year course. (RP)

ED 031 409 SE 007 167

Pilot Project for Chemistry Teaching in Asia.
United Nations Educational, Scientific, Cultural Organization, Bangkok (Thailand).

Pub Date Jun 69

Note—30p.; UNESCO Newsletter, Volume 2, Number 6, June 1969

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—*Chemistry, *Instructional Materials, *Science Activities, *Secondary School Science
Identifiers—Bangkok, Indonesia, Israel, Thailand, UNESCO

The major portion of this publication is devoted to the presentation of 20 chemistry experiments dealing with corrosion of metals. The experiments are intended for high school level students or for chemistry teachers for demonstration purposes. Diagrams and illustrations accompany the written directions. Also included in this publication are reports on curriculum reform activities in Indonesia and Israel, a description of a chemistry film loop made by Thai schoolboys and a column entitled "News Notes." (BC)

ED 031 410 SE 007 168

Mathematics 8th Year, Part 2. Curriculum Bulletin, 1967-68 Series, No. 18b.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 69

Note—177p.

Available from—New York City Board of Education, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$3.00).

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Arithmetic, *Curriculum Development, Discovery Processes, Grade 8, *Instructional Materials, *Mathematical Concepts, *Mathematics, *Number Concepts, *Problem Solving, *Secondary School Mathematics, *Teaching Guides

Identifiers—New York, New York City

The contemporary mathematics program set forth in this publication developed as a result of experimentation and evaluation in classroom situations. This is Part 2 of "Mathematics: 8th Year." Part 1, a separate bulletin, was published during the school year 1967-68. The materials in this bulletin are intended to serve as guidelines for teachers in helping students to discover and understand properties of rational numbers, equations and inequalities, irrational numbers, graphs, surface area and volume, and statistics and probability. (RP)

ED 031 411 SE 007 174

The Mathematical Sciences: A Report.

National Academy of Sciences, Washington, D.C.

Pub Date 68

Note—265p.

Available from—National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418

EDRS Price MF-\$1.00 HC-\$13.35

Descriptors—*Conference Reports, *Educational Finance, *Educational Philosophy, Graduate Study, *Mathematical Applications, *Mathematics Education, Research, Teacher Education, Undergraduate Study

Presented are position statements for the support of the mathematical sciences and a description of the present state of both research and education in mathematics and related disciplines. The report calls attention to the penetration of mathematics and mathematical modes of thought into many new areas of scholarship and the resultant increase in the relative enrollment in undergraduate mathematics courses, especially at the upper levels. Also identified is the increasing importance of mathematical methods in industry and government, the rapid growth in employment of mathematical scientists outside the universities, and the pace of growth of mathematical sciences related to that of all other disciplines. Considerable attention is devoted to questions of education, not only for scientists but also for the many users of mathematics. (RP)

ED 031 412 24 SE 007 184

Schroeder, Stephen R. Holland, James G.

Operant Control of Eye Movements During Human Vigilance.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0253

Pub Date 68

Note—5p.

Journal Cit—Science; v161 p.292-293 19 July 1968

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Behavioral Science Research, *Eye Movements, *Observation, Visual Learning
Eye Movements were used as a criterion of observing responses in a vigilance task. Time on watch and signal rates similarly affected both eye-movement rates and percentage of detections. Observing rate may account for detection data, and may be a more stable measure of vigilance than detection rate, especially when very few signals occur. This document is reprinted from "Science," 19 July, 1968, 161, 292-293. (Author)

ED 031 413 SE 007 200

Swift, J. Nathan

Research in Science Education. 1948 Through 1952.

New York State Univ., Oswego.

Pub Date 69

Note—193p.

Available from—Teachers College Press, Teachers College, Columbia University, New York, New York

Document Not Available from EDRS.

Descriptors—Achievement, *Annotated Bibliographies, Evaluation, Instruction, Learning, Problem Solving, *Research Reviews (Publications), *Science Education, Student Characteristics, Teacher Characteristics, Textbooks

This book is one of a series of reviews of research in science education, and covers the period 1948 through 1952. Forty-four of the more important research studies in science education published during this period have been digested. Each digest reports the study under the headings: Problem, Procedure, Findings, and, where appropriate, Conclusions. The topics treated include status studies of science programs, considerations of the objectives and rationale of science programs, studies of concept development and other learning processes in science, research into student and teacher characteristics relevant to science education, and studies of testing and evaluation in science teaching. A further 99 studies are listed with short annotations (of one or two sentences). Three indexes list the 44 digests under science subject treated and educational level (elementary, secondary or college) as well as under the topic treated. (EB)

ED 031 414 24 SE 007 369

Shamos, Morris H. Barnard, J. Darrell

A Pilot Project to Develop an Elementary Science Sequence. Final Report.

New York Univ., N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0649

Pub Date Aug 67

Contract—OEC-6-10-175

Note—105p.

EDRS Price MF-\$0.50 HC-\$5.35

Descriptors—Conceptual Schemes, *Curriculum Development, *Elementary School Science, Evaluation, Learning, Teacher Education
Identifiers—Conceptually Oriented Program Elementary Science

This pilot study was concerned with developing instructional materials for a single conceptual scheme that pervades all of science—the principle of energy conservation. Some of the objectives of the project were to (1) determine whether a sequence of learning activities could be developed which would enable elementary school children to obtain an understanding of the conceptual scheme (2) to determine whether these activities would produce a progressively sophisticated understanding of the subordinate concepts considered to be components of that scheme (3) to identify the kinds of resources needed to develop a conceptually oriented elementary science program (4) to evaluate the efficacy of procedures used in the various steps of the program and (5) to identify problems that are encountered by elementary school teachers who attempt to use such a conceptually oriented program in science, particularly as these problems have implications for teacher training programs. Each of these objectives and the steps taken to achieve them are discussed in detail in the report. The last two sections discuss the findings of the study, with recommendations for further use of the materials and for further curriculum development along these lines. (BC)

ED 031 415 24 SE 007 463

Yoder, John T., III

Development and Evaluation of Instructional Aids in a Technical Physics Course for Industrial Technology Students. Final Report.

Saint Louis Junior Coll. District, Florissant Valley Community Coll., Ferguson, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-F-062

Pub Date Jun 69

Grant—OEG-6-9-008062-0040-010

Note—114p.

EDRS Price MF-\$0.50 HC-\$5.80

Descriptors—Audiovisual Aids, *College Science, Community Colleges, *Curriculum Development, Evaluation, *Instruction, Instructional Materials, *Physics, *Technical Education
Identifiers—Ferguson, Florissant Valley Community College, Missouri

In order to study the effectiveness of programmed material in problem solving, four programmed lessons were constructed and administered by audio-tape, 35mm slides, and a printed manual. The details of these programs, as well as the tests to evaluate them, are described. An outline is presented of a multi-media approach to technical physics of which these programs are a part. Evidence is given which indicates that the programs may have improved the student's problem solving ability; however, no statistical significance between means for the methods was found. Evidence is also given which indicates that the difficulty that students encountered in solving problems might be due to reading difficulties. (BC)

ED 031 416 SP 002 548

PACE: Transition of a Concept. The First Report of The President's National Advisory Council on Supplementary Centers and Services.

President's National Advisory Council on Supplementary Centers and Services.

Pub Date Feb 69

Note—45p.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—Demonstration Programs, *Educational Innovation, *Educational Programs, *Federal Programs, *Federal State Relationship, *Program Administration

Identifiers—Elementary and Secondary Education Act, ESEA, ESEA Title III, PACE, *Projects to Advance Creativity in Education

The introduction to this report summarizes the council's 1968 activities in reviewing and evaluating PACE (Projects to Advance Creativity in Education), Title III of the Elementary and Secondary Education Act (ESEA). Part 1, "The Past," summarizes the purpose of Title III and the major accomplishments and problems of the first two years. Part 2, "The Present," covers the 1-year transition period after the Congressional decision to turn the program over to the states. Results of questionnaire returns from 920 project directors provide the data for discussion of present project problems, primary factors in approving new projects, attitudes of project directors toward transition to state control and toward federal support, problems and transition, and present evaluation. Part 3, "The Future," focuses on future needs, as expressed by project directors. The final section presents 17 recommendations for strengthening and improving PACE at the federal, state, and local levels. (JS)

ED 031 417 SP 002 810

Mental Health and Teacher Education. Forty-Sixth Yearbook, 1967.

Association for Student Teaching, Washington, D.C.

Pub Date 67

Note—362p.

Available from—The Association for Student Teaching, 1201 16th Street, N.W., Washington, D.C. 20036 (\$4.75)

EDRS Price MF-\$1.50 HC Not Available from EDRS.

Descriptors—Classroom Communication, Educational Psychology, Individualized Curriculum, Laboratory Training, Learning, *Mental Health, *Teacher Education, Teacher Guidance

Identifiers—Association for Student Teaching, AST

Ten papers constitute the major portion of this book: "The Classroom Teacher, Mental Health, and Learning," Robert E. Bills; "The Develop-

ment of Selected Aspects of the Mental Health Movement in Teacher Education," Ralph H. Ojemann; "What Psychology Has To Offer to Teacher Education," Carl R. Rogers; "Conceptual Framework for Teacher Education," Rodney A. Clark and Walcott H. Beatty; "An Analysis of the Guidance Function in a Graduate Teacher Education Program," Barbara Biber and Charlotte B. Winsor; "An Exploratory Study of Teacher Education Curricula and Mental Health," Bob L. Taylor; "Intensive Individualization of Teacher Preparation," Francis F. Fuller, Geneva Hanna Pilgrim, and Alma M. Freland; "An Exploratory Study of the Impact of Teacher Communication on Mental Health in the Classroom," M. Vere DeVault, Dan W. Andersen, and Eleanor Larson; "Teacher Education for Mental Health: A Review of Recent Studies," Robert F. Peck and Herbert Richek; and "Application in Teacher Education," Fred T. Wilhelms. Also included are a 163-item bibliography on mental health and teacher education and the annual AST bibliography (July 1, 1964, to June 30, 1965) on the professional education of teachers; the 241 entries are annotated and subdivided into 10 categories. Lists of AST officers, committees, and members are also included. (JS)

ED 031 418 SP 002 827
Ober, Richard L.

The Reciprocal Category System (RCS): An Observational System Designed To Assess Teacher-Student Classroom Verbal Interaction.

Pub Date 68

Note—53p.

Available from—Richard L. Ober, College of Education, University of South Florida, Tampa, Florida (\$2.50)

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors—*Classroom Observation Techniques, Classroom Research, *Interaction Process Analysis, *Student Behavior, *Teacher Behavior, Teacher Education, Verbal Communication

Identifiers—RCS, *Reciprocal Category System

The Reciprocal Category System (RCS) is an observational system used to record and assess teacher-student classroom verbal interaction. The RCS is composed of nine verbal categories which are applicable to either the student or teacher (and as such are numbered differently, thus producing 18 categories) and one additional category—silence or confusion. The observer records the classroom verbal behavior not less than every three seconds by placing the number assigned to any of the 19 categories (such as number 1 for "warms the climate" or number 5 for "responds") on a tally sheet. The columns of raw data on the sheet are then bracketed into pairs and plotted on a 19 by 19 matrix for a visual representation of behavior patterns and the frequency of their occurrence. The matrix is also used to determine percentage relationships among patterns, flexibility of classroom behavior, and the occurrence of behaviors in any of the four submatrices—teacher-teacher, teacher-student, student-teacher, and student-student talk. As a research tool, the RCS permits the conceptualization and measurement of many verbal behaviors; as a training tool which sensitizes teachers to subtle and uncommon verbal behaviors, it aids in producing teachers who are able to control or plan verbal behavior and who can use the RCS for feedback in their own classrooms. (A five-item bibliography and self-practice tests are included.) (LP)

ED 031 419 SP 002 837

Remaking the World of the Career Teacher.

National Commission on Teacher Education and Professional Standards, Washington, D.C.

Pub Date 66

Note—214p.

Available from—Publications-Sales Section, National Education Association, 1201 16th St., N.W., Washington, D.C. 20036 (Single copies, paper-\$3.00; clothbound-\$4.00)

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—Beginning Teachers, College School Cooperation, Differentiated Staffs, Educational Change, Individualized Programs, *Inservice Teacher Education, Internship Programs, Part Time Teaching, *Professional Continuing Education, Teacher Supervision

This book contains materials presented at eight 1965-66 regional conferences sponsored by the

National Commission on Teacher Education and Professional Standards (NCTEPS) on the changes needed in the pattern and concept of career development for teachers. One section contains the keynote addresses on "how to get from where we are to desirable new patterns and concepts of continuing education." Another section contains 16 of the proposals presented of hypothetical or real plans for changes: A New Face for Supervision; The Contributions of Instructional Laboratory Centers; Preparing Teachers for Innovation: A Joint Responsibility; A Proposal for "Re-Experience"; Supervised Initial Teaching Experience; Demonstration Project Utilizing Part-Time Teachers in the Public Schools; The Seattle Teacher Performance Appraisal Project; Keeping Strong Teachers in the Classroom; Subject Synthesis and the Specialist Team; Individualizing Professional Growth Programs; A Regional Consortium for the Continuing Education of Teachers; The Experienced Beginner; New Ways to Differentiate Assignments Within a School; The "Team of Specialists" Idea; An Internship-Residency Training Program for Teachers of Disadvantaged; A Proposed Approach to Individualized Professional Growth; School-University Cooperation in the Development of Career Teachers. Also included are other addresses, summaries, and an annotated list of the 100 conference proposals. (JS)

ED 031 420 24 SP 002 848

Wilson, Dave

Teaching Our Teachers: Excerpts from a Speech by Dr. Robert F. Peck and Sandra Smith: An Individual Steps Out. Report Series No. 13.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0249-13

Pub Date May 69

Contract—OEC-6-10-108

Note—7p.

Journal Cit—The Texas Parent-Teacher; v47 n4 p3-8 Apr 1969

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Education Majors, Feedback, Field Experience Programs, *Individualized Instruction, *Teacher Education, Video Tape Recordings

This brief overview of the current stage of research at the Research and Development Center for Teacher Education at the University of Texas at Austin focuses on the effectiveness of individualizing teacher education programs to prepare teachers who will be able to teach their students how to deal with change. Three successive methods of individualizing instruction for large groups of students which were developed by the University over the last decade are capsule: student completion of a battery of University-developed personality tests, the use of the results of these tests in counseling sessions, and the individual assignment of student teachers to cooperating teachers with characteristics similar to their own. A case history of the development of a junior year secondary education major who enrolled in a year-long experimental program (with six weeks of pre student teaching classroom experience, pre- and postprogram personality and attitude tests, assessment feedback counseling, and pre- and postclassroom experience video taped teaching sessions with feedback counseling) is presented in the major portion of the document as an example of current methods in practice. (SM)

ED 031 421 SP 002 851

Report of Duplin Teacher Institute.

Duplin County Board of Education, Kenansville, N.C.; James Sprunt Inst., Kenansville, N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date 68

Note—112p.

EDRS Price MF-\$0.50 HC-\$5.70

Descriptors—*Institutes (Training Programs), *Principals, Race Relations, Rural Areas, *School Integration, Teacher Recruitment, *Teachers

Identifiers—Duplin County North Carolina

In Duplin County, North Carolina, a summer 1968 institute for the county's Negro and Caucasian teachers and principals was planned and operated by local educators in response to local

problems of desegregation. Although recruitment began late, more teachers and principals than were expected volunteered in equal numbers from each race. One of the major goals of the program was to improve both the attitudes and knowledge these professionals had about each other and about children from different cultural backgrounds. Each three-week institute (one in July and one in August) discussed characteristics of the rural Duplin County, problems of desegregation from a Negro child's point of view, and teacher-teacher and teacher-adult relationships. The 161 participants were asked to complete 25 "think" questions during the three week regarding their opinions on racial situations, a feedback questionnaire on the last day which assessed the institute and what they had learned, and a followup questionnaire in December (as part of a two-day review session). Answers revealed that 95 percent of the respondents believed that the institute had helped desegregation proceed more smoothly, and they requested another in 1969; it was also found that participants had known very little about each other as members of the opposite race prior to the institute. The institute was unique in its local character; future ones need to include parents and more extensive followups. (A 25-item bibliography, a chapter on Duplin County characteristics, and the three questionnaires are included.) (LP)

ED 031 422 SP 002 852

Application To Continue the Experimental Model School Unit. P. L. 89-10 ESEA, Title III, Second Continuation Grant.

Charlotte-Mecklenburg Public Schools, Charlotte, N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 May 69

Note—110p.

EDRS Price MF-\$0.50 HC-\$5.60

Descriptors—*Educational Innovation, Elementary Schools, *Experimental Curriculum, *Experimental Programs, *Experimental Schools, Guidance Programs, High Schools, Individualized Curriculum, Inservice Teacher Education, Junior High Schools, Kindergarten, Nature Centers, Nongraded System, Resource Centers, *School Organization, Team Teaching, Vocational Education

Identifiers—Charlotte-Mecklenburg Schools, EMSU, *Experimental Model School Unit, North Carolina

This application for a continuation grant (P.L. 89-10 ESEA, Title III) for the Experimental Model School Unit (EMSU) of the Charlotte-Mecklenburg Schools (North Carolina) contains three sections. Section 1 outlines the revised and expanded evaluation plan for the project in which eight activities are being tested in the EMSU (a high school, a junior high school, and two elementary schools) which is designed to serve as a catalyst for curriculum, organizational, and technological improvement throughout the school system. Part 2 contains objectives, narrative descriptions, and evaluation of the programs currently under way (since September 1967): (1) kindergarten program; (2) individually prescribed instructional program in elementary school mathematics; (3) nongraded team teaching programs in elementary school and in junior high humanities, science, and mathematics, and team teaching in high school; (4) learning resources center programs in elementary, junior, and senior high schools; (5) high school nature center program; (6) experiment for more flexible high school vocational curriculum; (7) guidance programs at all levels; and (8) inservice training program to stimulate innovation and its dissemination. Part 3 describes projected activities in the three focus areas of improvement: curriculum, organization, and expansion of experimental program. (ED 027 258 is a related document.) (JS)

ED 031 423 SP 002 855

Project Teacher Excellence for Economically Deprived and Culturally Differentiated Americans.

Our Lady of the Lake Coll., San Antonio, Tex. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Contract—OEC-4-7-004360-4360

Note—60p.; Submitted as an entry for the Distinguished Achievement Award of the American Association of Colleges for Teacher Education.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—*Bilingual Education, *Disadvantaged Youth, Elementary School Teachers, Mexican Americans, *Preservice Education, Teacher Certification, Teacher Education Curriculum, Work Study Programs

Identifiers—Our Lady of the Lake College, Project Teacher Excellence, Texas

Project Teacher Excellence for Economically Deprived and Culturally Differentiated Americans provides for the search for Mexican-Americans living in economically deprived areas of the Southwest who have potential ability but who would not go to college without financial aid. Those identified and selected for aid are admitted to Our Lady of the Lake College to participate fully in a specially designed 4-year bilingual and bicultural teacher training program. After they complete the program, they return as trained teachers to teach bilingually in the low-income Mexican-American areas from which they came. (Supporting documents and supplementary materials which are appended to the program description include publicity materials; lists of course requirements for the bachelor of arts degree in liberal studies with certification in bilingual elementary education; trainee selection criteria; and the annual program progress report (June 1968-June 1969) to the U.S. Office of Education with information on background of the students and evaluation of their progress and that of the program as a whole.) (JS)

ED 031 424

SP 002 857

Edmonds, Fred And Others

In-Service Teacher Education: Crucial Process in Educational Change.

Kentucky Univ., Lexington. Bureau of School Service.

Pub Date Sep 66

Note—99p.

Available from—Bureau of School Service, College of Education, University of Kentucky, Lexington, Kentucky 40506 (\$1.00)

Journal Cit—Bulletin of the Bureau of School Service; v39 n1 Sep 1966

EDRS Price MF-\$0.50 HC-\$5.05

Descriptors—College School Cooperation, *Educational Change, *Inservice Teacher Education, Interagency Cooperation, Program Administration, Teacher Education Curriculum

Chapter 1 of this book, "Stimulating Educational Change Through Inservice Teacher Education," deals first with the conditions, the elements receptive to, and the mechanics of change, and then discusses the cooperative responsibilities of colleges, state departments of education, professional organizations, and local school districts for inservice education programs. Chapter 2, "The Curriculum for Inservice Teacher Education," includes discussion of the curriculum purposes, content, instructional materials, organizational structure, and methods. Chapter 3, "The Function of Leadership," relates inservice education leadership tasks to specific job positions in discussing the responsibilities of various agencies and institutions involved. Chapter 4, "Initiating and Operating Programs of Inservice Teacher Education," includes sections on conditions indicating the need for inservice education, program initiation within a school, discovery of a point of departure, use of resources, development of an organizational structure, evaluation of progress, and coordination with district-wide programs. (JS)

ED 031 425

SP 002 858

Clark, Michal C. Merrill, M. David

A Cybernetic Modification Scheme for an Instructional System.

Pub Date 6 Feb 69

Note—14p.; Paper presented to the national convention of the American Educational Research Association, Los Angeles, California, February 6, 1969.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Academic Aptitude, Computer Assisted Instruction, *Individualized Instruction, Instructional Design, *Models

A cybernetic subcomponent is proposed which can gather the necessary information and make the operating decisions to allow one system of instruction (M.D. Merrill's) to respond to and provide for differential needs within the individual learner. (Merrill's system divides the universe of instructional objectives into a taxonomy of seven categories, each having associated with it a paradigm for instruction of its objectives.) A

model modification scheme for computer-assisted instruction is proposed for introducing and using information on individual learner aptitudes that allows the system to provide individually prescribed instruction. Aptitudes have associated with them value scales so that the value of a learner's aptitude will be associated with a value of a parameter for one of the instructional paradigms. (Each paradigm has more than 50 parameters associated with it.) Parameter values (scaled from 0 to 1.0) for a given individual are always changing, being reset after every learner response. The model monitors performance and changes parameter values, resulting in changes in the content, organization, and sequencing of instructional displays. Before the modification schedule can be incorporated into an instructional system and implemented for use, relevant parameters must be identified and scaled; experiments must be run to validate the scheme. Collection of computer-generated data for demonstration of the system is currently in the planning stages. (JS)

ED 031 426

SP 002 861

McLoughlin, William P.

Evaluation of the Nongraded Primary.

Saint Johns Univ., Jamaica, N.Y.

Spons Agency—New York State Education

Dept., Albany. Div. of Research.

Pub Date Apr 69

Note—403p.

Available from—William P. McLoughlin, Assistant Dean for Graduate Studies, St. John's University, Jamaica, New York 11432 (\$3.00).

EDRS Price MF-\$1.50 HC-\$20.25

Descriptors—Arithmetic, Evaluation Techniques, *Nongraded Primary System, Reading, Suburban Schools

Identifiers—Education Opinion Inventory, Nongraded Primaries in Action, Principal Interview Guide

This document details the procedures and results of a 1964-66 evaluation of volunteering middle-class suburban New York schools with primary classes nongraded in reading and arithmetic. The evaluation is more than a comparison of pupil progress in nongraded and graded classes; other variables are also correlated in the areas of school organization, beliefs and performances of teachers and principals, and influences on pupil progress by grade placement and demographic and community characteristics (as well as by school and educator characteristics). The extensive section on the methodology of comparing students and schools includes a discussion of three evaluation instruments which were developed for the study and which are used to assess the knowledge and acceptance by educators of nongraded principles (Education Opinion Inventory), the extent to which teachers recognize and accommodate student differences through classroom organization and materials (Nongraded Primaries in Action), and principals' perceptions of their responsibilities and nongraded principles (Principal Interview Guide). Correlations of all variables between graded and nongraded classes yielded insignificant values almost without exception. Conclusions emphasize that differences between nongraded and graded schools are thus not a matter of school organization or certain beliefs and performances of educators, rather greater student involvement and control in monitoring and guiding their own development would characterize a truly nongraded class. (LP)

ED 031 427

SP 002 865

The New Elementary Teacher Education Program at the University of New Mexico.

New Mexico Univ., Albuquerque. Coll. of Education.

Pub Date Nov 67

Note—19p.; Submitted as an entry for the AACTE Distinguished Achievement Awards, 1968.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Affiliated Schools, *College School Cooperation, Elementary School Teachers, Practicums, *Teacher Education, *Teacher Education Curriculum, Team Teaching

Identifiers—*University of New Mexico

This paper describes a program (now in its second year) which unites preservice and inservice education in a continuing educational program for elementary teachers involving (1) an approach to instructional theory and classroom practice which combines both in a single module

of time; (2) the utilization of satellite public schools for laboratory experiences and the staffing of these schools by resident clinical supervisors who coordinate the university program and teach inschool, inservice seminars; and (3) the utilization of teaching-supervising teams consisting of university professors, university instructors, graduate students in teacher education, and highly successful public school teachers who are participants in a teacher exchange program between the university and the cooperating school system. Included with the program description are a list of objectives and notes on program development, personnel, evaluation, and contribution to the improvement of teacher education. Appended are a summary budget and charts depicting student and personnel activities in the junior and senior modules. (JS)

ED 031 428

SP 002 866

Raths, James, Ed. Leeper, Robert R., Ed.

The Supervisor: Agent for Change in Teaching.

Papers from the ASCD Eleventh Curriculum Research Institute (Washington, D.C., November 6-9, 1965, and Denver, Colorado, April 23-26, 1966).

Association for Supervision and Curriculum Development, Washington, D.C.

Spons Agency—Association for Supervision and Curriculum Development, Washington, D.C.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 66

Note—136p.

Available from—Association for Supervision and Curriculum Development, 1201 16th Street, N.W., Washington, D.C. 20036 (\$3.25)

EDRS Price MF-\$0.75 HC Not Available from EDRS

Descriptors—*Change Agents, Educational Change, Interaction Process Analysis, Models, Practicum Supervision, School Supervision, *Supervisors, Supervisory Activities, Supervisory Methods, Teacher Education, *Teacher Supervision

The eight papers in this volume are concerned with recent thinking and research in supervision with emphasis on the role of the supervisor as a change agent in schools. "Helping Teachers Change" by James B. Macdonald suggests supervisory dilemmas which pose philosophical and ethical questions. Two papers deal with the psychological mechanisms operating between teacher and supervisor: "An Interaction Model Applied to Supervision" by Robert D. Boyd and "Effects of Supervisor's Knowledge of Student Teacher Personality Evaluations" by Thomas A. Ringness. Two papers report research regarding the efficacy of different procedures for providing feedback to teachers: "Interaction Analysis as a Feedback System in Teacher Preparation" by Edmund Amidon and Evan Powell and "Professional Integration and Clinical Research" by Ted W. Ward. "Strategies for Instructional Change: Promising Ideas and Perplexing Problems" by Ben M. Harris and "Challenges for Supervisors" by Leslee J. Bishop identify supervision problems and suggest ways they may be met. James G. March in "Organizational Factors in Supervision" presents several models developed by organizational researchers, suggesting their use by supervisors for understanding the functioning of an organization. The "Preface" and "A Final Note" are written by James Raths. (JS)

ED 031 429

SP 002 868

Friebe, Allen C. Kallenbach, W. Warren

Effects of Videotape Feedback and Microteaching as Developed in the Field Test of Minicourse I with Student Teachers.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Pub Date Mar 69

Note—10p.; Paper presented at the California Educational Research Association meeting, Los Angeles, California, March 15, 1969.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Feedback, *Microteaching, *Questioning Techniques, Student Teachers, Teacher Behavior, Video Tape Recordings

A study was conducted to determine to what extent student teaching behaviors can be changed as a result of participation in the Far West Laboratory Minicourse I, "Effective Questioning Techniques" (a program relying on microteaching, filmed instructional and model lessons, and on teacher planning and self-evaluation).

tion of his own videotaped lessons). It was hypothesized that there would be no difference in teaching behaviors for those skills developed in the course between student teachers receiving the entire course and a similar group receiving the course except for videotape feedback and microteaching. Subjects were 33 elementary education students beginning practice teaching. Each student was videotaped for 15 minutes before and after the course was administered; pre- and post-tape evaluation scores were tabulated, *t* ratios computed, and analysis of covariance completed. The microteaching group made significant gains in the desired behaviors on five of the 11 scores as compared to four significant gains for the other group; the hypothesis was not rejected. It was concluded that the minicourse does change behavior of student teachers in their methods of developing questions and conducting discussion, but that the value of the microteaching and videotape feedback does not appear to be sufficient to be needed when the participant is a student teacher. (JS)

ED 031 430 SP 002 872
 Ishler, Richard E., Ed. Inglis, Joan D., Ed.
 On Student Teaching: Educational Comment
 1967.

Toledo Univ., Ohio. Coll. of Education.

Pub Date 67

Note—76p.

Available from—The University of Toledo, College of Education, 2801 West Bancroft Street, Toledo, Ohio 43606 (Free)

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—College School Cooperation, Cooperating Teachers, Field Experience Programs, Grading, *Student Teaching, Teacher Role, Training Objectives, Urban Education

This collection of papers is designed to provide information about the "new order in student teaching" (the various field experiences in preservice teacher education programs, e.g., observation, teaching under a supervising teacher, microteaching, internship, externship, simulated teaching, etc.). Contents are (1) "Goals and Objectives of Student Teaching" by Dorothy M. McGeech, Teachers College, Columbia University; (2) "Human Relations in the Student Teaching Experience" by Dan L. Oppleman, State College of Iowa; (3) "Creating a Climate for Learning" by John Withall, The Pennsylvania State University; (4) "College and University Responsibility in Student Teaching" by George Myers, Michigan State University; (5) "A Cooperating Teacher Views Student Teaching" by Dorothy Orians, Toledo Public Schools; (6) "The Student Teacher's Responsibilities" by Anna Jones; (7) "Student Teaching as Preparation for Work in Inner City Schools" by Elizabeth Hunter, Hunter College, and Norma Furst, Temple University; (8) "Student Teaching in the Inner City" by Lucile Lindberg, Queens College; (9) "Evaluating Instructional Behavior" by William H. Lucio, University of California; (10) "Pass-Fail System of Marking in Student Teaching" by Virgil E. Scholer, Parsons College; (11) "Student Teaching as Preparation for Teaching" by Harry N. Rivlin, Fordham University; (12) "New Directions in Field Experiences in Teacher Education," by L.O. Andrews, The Ohio State University. (JS)

ED 031 431 SP 002 873
 Denham, William H. Shatz, Eunice O.

Impact of the Indigenous Nonprofessional on the Professional's Role. New Careers Perspectives, Reprint Series, Number 9.

University Research Corp., Washington, D.C. Information Clearinghouse on New Careers.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Jun 69

Note—19p.; Paper presented at National Association of Social Workers Symposium, San Francisco, California, May 24, 1968.

Available from—Information Clearinghouse on the National Institute for New Careers, 4301 Connecticut Avenue, N.W., Washington, D.C. 20015

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—*Interpersonal Relationship, Job Training, *Nonprofessional Personnel, Paraprofessional School Personnel, *Professional Personnel, *Social Services, Teacher Role

Identifiers—New Careers Program

A New Careers demonstration project (to develop nonprofessional or aide jobs for 150 underprivileged Negro youth in the health, education, and welfare complex in Washington, D.C.) was examined to observe the reaction of professionals who deliver human and social services when indigenous nonprofessionals are employed to work with them. Issues and related questions emerging from this experience are examined in terms of the implications for the delivery of social services. It was expected that nonprofessionals would further professional effectiveness by freeing the professionals to perform those tasks which require a high degree of skill and by improving service accessibility through their link with an alienated population. In most cases supervisory and inservice training needs of the nonprofessional enveloped most of the professional time and energy that might have been utilized in giving increased service. Three central dilemmas relative to the professional role will require more intensive study: (1) dual demand on the professional to deliver more high-quality service and simultaneously become skilled in the art of supervising the nonprofessional; (2) formulation of inservice training policy that arises from the needs of indigenous workers for intensive training and the needs of professionals for retaining; (3) maintenance and/or enhancement of quality of service and also response to the ever-increasing demand for social coverage. (JS)

ED 031 432 SP 002 874

Becker, Harry A., Ed.

Working with Teacher Aides; A Three-In-One Resource Manual for School Administrators (Part A), for Classroom Teachers (Part B), for Teacher Aides (Part C). Croft Leadership Action Folio No. 7.

Croft Educational Services, New London, Conn.

Pub Date 68

Note—73p.

Available from—Croft Educational Services, 100 Garfield Avenue, New London, Connecticut 06320 (Single copy, \$4.50; in quantity, \$3.75)

Document Not Available from EDRS.

Descriptors—Differentiated Staffs, School Superintendents, *Staff Role, *Teacher Aides, Teachers

This folio on working with teacher aides contains three parts, one each for the school administrator, the classroom teacher, and the teacher aide. Part A contains a plan (with eight exhibits including selected readings, model policies and regulations, sample pay schedules, sample job descriptions, and sample aide application forms) for the school superintendent's use in planning and financing a teacher aide program and in recruiting and training the aides. The classroom teacher is given part B of the folio which explains (with six exhibits such as a teacher's report, 101 tasks for aides, an outline of a community preservice training course for aides, a sample team aide schedule form, and a sample evaluation form) how the aide can be of help to the teacher and how to plan the aide's work, help the aide, set priorities and coordinate aide activities if the aide is shared, and evaluate and develop educationally the aide. The final part, serving as a handbook for the teacher aide, explores the opportunities and rewards of being an aide, the various roles involved in working with teachers, and some methods to be used in working with children. Exhibits for aides include definitions of education terms, a capsule history of American education, a career development ladder, a job description, and a lesson plan outline. (SM)

ED 031 433 SP 002 875

New Jersey Bilingual Education Program. Formal Project Application.

Jersey City State Coll., N.J.; Vineland School District, N.J.

Pub Date May 69

Note—77p.

EDRS Price MF-\$0.50 HC-\$3.95

Descriptors—*Bilingual Education, College School Cooperation, *Cooperative Programs, Grade 1, Inservice Teacher Education, Instructional Materials, Paraprofessional School Personnel, Preservice Education, Program Planning, School Community Cooperation, Spanish Americans, State Programs

Identifiers—*New Jersey

Major objectives of a proposed New Jersey cooperative project are (1) to establish 10 first-

grade demonstration bilingual and bicultural classes in strategic target areas throughout the state (to help Spanish-speaking children extend skills in their native language and in English); (2) to prepare preservice and inservice workshops for personnel in the project, including paraprofessionals; (3) to develop strategies for improving home, community, and school relationships; (4) to coordinate and utilize the varying EPDA and other federal monies in the state as they relate to Title VII; (5) to involve the Hispanic community in all phases of planning and program implementation and evaluation; (6) to continue cooperation efforts with Caribbean and Latin American countries in student and teacher exchange; (7) to establish appropriate programs in adult education, occupational guidance, and counseling; (8) to survey, develop, and disseminate materials of service to school districts in New Jersey and elsewhere interested in bilingual education. (Included in this program description are sections on program need; objectives; procedures; utilization of research and existing materials; personnel; facilities, materials, and equipment; community involvement; subcontracting; budget requirements; evaluation; dissemination; and local commitment, plus a selected bibliography on bilingual education.) (JS)

ED 031 434 SP 002 876

Ladd, Edward T.

Sources of Tension in School-University Collaboration.

Urban Laboratory in Education, Atlanta, Ga.

Pub Date 69

Note—32p.

Available from—Urban Laboratory in Education, 55 Walnut Street, S.W., Atlanta, Georgia 30314 (Free)

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—*College School Cooperation, Interinstitutional Cooperation, *Problems

This paper attempts to document some of the sources of tension which exist at both the institutional and personal level when universities and school systems attempt to collaborate on common problems. The analysis contains three major selections: (1) sources of tension endemic in interorganizational collaboration (accepting increased possibilities of exposure, developing new arrangements and learning new habits, giving up old ways of doing things, and confronting differences which may cause misunderstanding or even resentment); (2) tensions deriving from fundamental differences between the goals of school systems and the goals of universities; and (3) tensions deriving from nonessential differences between the two (differences with regard to policymaking, the written word, daily activities, attitudes toward cooperation, expenditure of funds, research and development, personnel matters, personal commitment to organization, relative status, educational and political and social views). (JS)

ED 031 435 SP 002 878

Frymier, Jack R., Ed.

A Workshop in the Analysis of Teaching; Interaction Analysis, Nonverbal Communication, Microteaching, Simulation.

Ohio State Univ., Columbus. School of Education.

Spons Agency—American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date Dec 68

Note—51p.

Available from—THEORY INTO PRACTICE, 249 Arps Hall, 1945 North High Street, Columbus, Ohio 43210 (\$1.50)

Journal Cit—Theory into Practice; v7 n5 Dec 1968

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—Classroom Communication, Classroom Observation Techniques, *Interaction Process Analysis, *Microteaching, Models, *Nonverbal Communication, *Simulation, *Teacher Education, Teacher Supervision, Training Techniques

Articles in this issue represent the substantive content of a series of 25 workshops sponsored by the American Association of Colleges for Teacher Education (AACE). The four major articles discuss innovative models based on four approaches for improving teacher performance: (1) "Interaction Analysis" by Edmund J. Amidon, San Francisco State College; (2) "Nonverbal Communication" by Charles M. Galloway, The

Ohio State University; (3) "Microteaching" by Dwight W. Allen and Arthur S. Eve, University of Massachusetts; and (4) "Simulation" by Donald R. Cruickshank, The University of Tennessee. With the description of each model are the concepts, vocabulary, data, and the instrumental acts necessary for understanding. Each model is followed by an article written by teacher educators who have used the model in an educational setting: Douglas L. Minnis and Kenneth Shrable, University of California; Sue S. Lail, University of Kentucky; David B. Young, University of Maryland; Dorothy A. Young, Johns Hopkins University; Glennon Rowell, Florida State University. The final article by Asahel D. Woodruff, University of Utah, presents "The Rationale" on which the AACTE workshops were focused—a model of learning which allowed for participant involvement and freedom and provided a context to present the utilization of media and new technology. (JS)

ED 031 436 SP 002 897

Proceedings of the Conference on the Use and Role of Teacher Aides (February 10-11, 1969).

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2827

Pub Date Jan 69

Contract—OEC-4-7-062827-3078

Note—135p.

EDRS Price MF-\$0.75 HC-\$6.85

Descriptors—Adult Basic Education, American Indians, Bilingual Teacher Aides, *Inservice Teacher Education, *Paraprofessional School Personnel, Programmed Tutoring, School Aides, *Staff Utilization, Teacher Aides, *Teacher Role, Team Teaching

Identifiers—Arizona, Arkansas, Colorado, New Mexico, Oklahoma, Texas

This document contains 21 addresses, case studies, and other conference presentations, most of them by representatives of the state departments of education and state universities in New Mexico, Oklahoma, Arizona, Colorado, Arkansas, and Texas: "Measuring Educational Progress"; "Teacher Aides—Who Needs 'Em?"; "Training of Auxiliaries and Professionals Together for Effective Team Functioning"; "The New Careers Movement—Challenge to Education"; "Arkansas' Aide-Teacher Inservice Training Approach"; "Suggested Guidelines for Supplementary Educational Personnel with Emphasis on the Relationship of Teacher and Aides in Adult Basic Education"; "Guadalupe on the Move"; "Training of Teacher Aides To Suit the Needs of Schools"; "Programmed Tutoring with Teacher Aides"; "Preparing Trainers of Teacher Aides"; "The Use of Counselor Aides for Urban Areas or Inner-City Schools—from the Pilot Projects of the Roosevelt School, Phoenix"; "The Use of Volunteers in School Districts"; "The Use of Aides in Navajo Area Schools"; "Media Center Aides in Support of Instruction, Oklahoma City Public Schools"; "Attracting and Qualifying Personnel To Meet Critical Manpower Needs in Colorado"; "Teacher Aides in Action"; "The 30-Hour Program on the Training Session for Teacher Aides Conducted by the University of Arkansas"; "Training of Indian-Speaking Aides for the Head Start Program"; "Teacher Aide Training at a Local Level." (JS)

ED 031 437 SP 002 898

Gartner, Alan

Do Paraprofessionals Improve Human Services: A First Critical Appraisal of the Data.

New York Univ., N.Y. New Careers Development Center.

Pub Date Jun 69

Note—47p.

Available from—New Careers Development Center, School of Education, New York University, New York, New York 10003 (\$1.50; \$1.25 in quantity)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Career Opportunities, *Human Services, *Paraprofessional School Personnel, *Subprofessionals

Identifiers—New Careers Programs

The impact of paraprofessionals in new careers programs on the consumer of human services agencies is critically appraised in this report. Data is presented on the abilities of paraprofessionals

in the health fields (in programs such as Outreach and those in which paraprofessionals work as trained dental aides, nutrition counselors, and counselors in community mental health services), law offices, new careers projects in correction institutions, research and senior citizens programs. The effects of new careers programs are also highlighted in the areas of legislation, manpower programs, civil service, credentialing, colleges, career advancement, new service roles, new roles for workers' groups, cost-benefit analysis, and community participation. The need for more extensive and sophisticated methods for data collection and program evaluation is suggested in the report. (Author/SM)

ED 031 438 SP 002 899

Klopf, Gordon J. And Others

A Learning Team: Teacher and Auxiliary.

Bank Street Coll. of Education, New York, N.Y. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 69

Grant—OEG-9-420065-0715

Note—175p.

Available from—Mr. Michael Neben, Bureau of Educational Personnel Development, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

EDRS Price MF-\$0.75 HC-\$8.85

Descriptors—Adult Learning, Inservice Teacher Education, Instructional Materials, *Instructional Staff, *Paraprofessional School Personnel, Program Evaluation, *Small Group Instruction, *Staff Improvement, Teacher Education Curriculum, Training Techniques

This book presents a design for the training of all school personnel for effective cooperation when auxiliaries (paraprofessionals) are introduced as members of the multilevel, multifunctional educational team. Major chapters discuss (1) institutional setting for team training, (2) concepts of adult learning with implications for training, (3) needed competencies and possible training processes, (4) the experimental approach as central to team training, and (5) evaluation of the training program. Focus is on procedures and models for inservice team training of persons of different competencies, but implications for preservice education are also discussed. Appendixes include: suggested design for state work conference in auxiliary personnel; possible functions of auxiliary personnel; report on auxiliary personnel in Minneapolis Public Schools; report on the training of teacher aides in eastern Kentucky; abstracts of auxiliary utilization programs in Berkeley, California, and Detroit, Michigan; guide for training educational assistants in the elementary schools of New York City; curriculum content areas for auxiliaries and for teachers; stages in small-group development; multimedia aids on auxiliary personnel; resources for intensive short-term training; bibliography of manuals, guides, and supplementary materials for trainers; bibliography on adult learning. (Related training materials are SP 002 900, SP 002 902, and SP 002 974.) (JS)

ED 031 439 SP 002 900

Nerenberg, Beverly And Others

Directory of Institutions of Higher Learning Offering Training Programs for Auxiliary Personnel in Education.

Bank Street Coll. of Education, New York, N.Y. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 69

Note—112p.

Available from—Bank Street College of Education, 216 West 14th Street, New York, New York 10011

EDRS Price MF-\$0.50 HC-\$5.70

Descriptors—Colleges, *Directories, *Educational Programs, Junior Colleges, *Paraprofessional School Personnel, Universities

This directory lists those institutions of higher learning throughout the United States which responded to a questionnaire as to whether they had operating or projected training programs for auxiliary personnel in education. A statistical summary of all data included in the directory is offered according to number of states reporting, number of institutions offering or considering programs as of fall 1968, and the components of operating programs which were reported. The rest of the document is divided into sections listing, by state, 2-year institutions offering training

programs (with brief outlines of these programs including type, length, tuition, entrance requirements, financial assistance, and degree), 2-year institutions considering future programs, 4-year institutions offering training programs (with brief program descriptions similar to those for 2-year institutions), and 4-year institutions considering future programs. (SM)

ED 031 440 SP 002 901

Carr, Constance And Others

A New Careers Guide for Trainers of Education Auxiliaries.

New Careers Development Center, New York, N.Y. Training Laboratory.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 68

Note—207p.

Available from—New Careers Training Laboratory, New York University, School of Education, New York, New York

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—Career Opportunities, *Paraprofessional School Personnel, *Teacher Education, Teacher Education Curriculum, *Teacher Educator Education, Teacher Recruitment, Teacher Role, Teacher Selection, Teacher Workshops, Training Techniques

Part 1, the introduction to this manual for designing and implementing training programs for the trainers of nonprofessional or paraprofessional school personnel introduces the training model for new careers in education. Part 2 presents four "Workshops for Trainers" which they can conduct for themselves as they begin to share ideas, plan training topics and techniques, and set objectives and methods of evaluating each session. Part 3, "The Role of the Trainer," describes the relationships of the trainers with the school system and communities in the district, discusses training styles, and suggests methods of self-evaluation. Part 4, "Recruitment, Selection, and Career Development," discusses qualifications, recruitment techniques, and selection criteria in relation to the descriptions of each position in the auxiliary's career ladder; sample job descriptions are included. Part 5, "New Careers Training Techniques," summarizes general principles and specific techniques found by New Careers Training Lab to be most effective with adults, particularly undereducated and/or low income adults. Part 6, "The Training Curriculum," suggests topics and techniques which can assist the trainer as he plans each preservice and inservice session in six curriculum areas: specific job tasks, system know-how, relevant attitudes, human service skills, career-oriented education, and support services. Part 7 is "Bibliography and Selected Materials." (Author/JS)

ED 031 441 SP 002 902

Wickens, Elaine

Discussion Guide for Film Strip: "I am a Teacher Aide."

Bank Street Coll. of Education, New York, N.Y. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 69

Note—15p.

Available from—Mr. Michael Neben, Bureau of Educational Personnel Development, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

Document Not Available from EDRS.

Descriptors—Filmstrips, *Interaction, *Teacher Aides, *Teachers

Designed to accompany a film ("I Am a Teacher Aide") used by trainers for enhancing team interaction between teachers and teacher aides, this discussion guide opens with an introduction on the uses of audiovisual materials and a list of specific resource available on team interaction training. Information about one specific classroom interaction situation which was used for the film and major themes developed throughout the film are presented in following sections. Learnings by the aide, the children, and the teacher are outlined next. Nondirective and directive questions for discussion leaders' use after the teachers and teacher aides have viewed the film are offered in conclusion as guides to highlighting major themes and encouraging self-evaluation. (Related training materials are SP 002 899, SP 002 900, and SP 002 974.) (SM)

ED 031 442 SP 002 903
Auxiliary Personnel in the Elementary School.

Department of Elementary School Principles,
Washington, D.C.

Pub Date May 67

Note—53p.

Available from—Department of Elementary School Principals, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.00)

Journal Cit—The National Elementary Principal; v46 n6 p4-55 May 1967

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Elementary Schools, High School Students, Inservice Teacher Education, Job Training, *Paraprofessional School Personnel, *Staff Utilization, Teacher Aides, Volunteers

The first article in this collection of 12 is reprinted from "Auxiliary School Personnel," a booklet published by the National Commission on Teacher Education and Professional Standards. A series on "S.721: Teacher Aide Program Support Act of 1967" includes a copy of the bill, remarks made by U.S. Senator Gaylord Nelson when he introduced it, and a summary of public reaction to it. "High School Training for New Careers in Human Services" reports a District of Columbia cooperative demonstration program to educate inner-city ghetto students for employment and careers, and "Teenage Teacher-Aide Project" describes a program to prepare Appalachia high schoolers to work as auxiliary school personnel. "Cultivating a New Crop of Human Resources with ESEA Title III" describes a variety of PACE programs for paraprofessionals. "New Branches Grow on the Educational Family Tree" discusses the new responsibilities that will evolve for principals when volunteers or paraprofessionals enter the school system. "School Volunteers: A New Challenge" presents suggestions for establishing volunteer programs and for helping teachers use volunteers. "Teacher Aides: A Survey" synthesizes a 1966 NEA Educational Research Service study. Several articles by school principals describe experience with auxiliaries: "Substitute Training at Belmont"; "Volunteers in the School Health Program"; "Volunteers in the Public School: Bonus or Burden?"; and "An Elementary Principal Views the Feminine Mystique." A 45-item list of references on teacher aides is included. (JS)

ED 031 443 SP 002 904

An Operational Proposal for a Multiple Attack on Poverty Involving Training of Teenage Youth as Teacher Aides to Work with Preschool and Elementary Children in Appalachia (June 16, 1969 to June 1, 1970).

Ohio Univ., Athens. Coll. of Education.

Pub Date Jun 69

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—College School Cooperation, *Cross Age Teaching, *Disadvantaged Youth, Education Majors, Elementary Schools, High School Students, Kindergarten, Seniors, *Teacher Aides, *Teacher Education Curriculum

Identifiers—Appalachia, Teenage Teacher Aide Project

This project, proposed for 1969-70 and based upon the evaluation of a similar project in 1966-68, plans to train high school seniors from poverty homes to work as teacher aides with kindergarten and elementary school children in 10 Appalachian counties. Operated by the University of Ohio in cooperation with local schools and communities, the project begins with 2-week summer sessions, during which 150-200 trainees share activities with 25-50 prospective teachers from the university. The major thrust of the project is to motivate deprived teenagers who are enthusiastic about working with children to go to college; however, motivating education majors to teacher in deprived areas and encouraging local school systems to train teacher aides are also important goals. During the first summer session, trainees are instructed in the objectives and nature of the activities they will be performing during their senior year, when they will spend 1 hour each day with young children as well as 3 additional hours each week in related learning experiences. The activities are in the areas of child development, language arts and number concepts, music and recreation, science, and art and audiovisual materials. The second summer session is spent in Head Start centers under the supervision

of center staffs and visiting university teams. The project will be evaluated by a staff psychologist, project director, and research director. (LP)

ED 031 444 SP 002 912

Brown, Bob Burton And Others

Systematic Observations: Relating Theory and Practice in the Classroom.

Florida Univ., Gainesville. Inst. for Development of Human Resources.

Pub Date Feb 69

Note—56p.; Based on papers presented at the national conference of the American Educational Research Association, Los Angeles, February 1968.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Classroom Observation Techniques, Curriculum Development, Educational Theories, Inservice Teacher Education, Research Criteria, Teacher Education, Teacher Supervision

Identifiers—Dewey's Theory of Experimentalism, Florida Taxonomy of Affective Behavior, Florida Taxonomy of Cognitive Behavior, Gagnes Conditions

The first of the five papers in this booklet, "Using Systematic Observation and Analysis of Teaching" by Bob Burton Brown, presents suggestions for the development of inservice education programs to train school staff members in the use of observational systems and lists suggested uses of such systems. In "Theoretical Bases of Observational Systems" John M. Newell and Bob Burton Brown discuss three different theoretical approaches which have influenced the development of observational systems and then describe the development of the Teacher Practices Observation Record (TPOR), a system using Dewey's theory of experimentalism as a theoretical framework. Leonard Kaplan's "Building Observational Systems" presents criteria for use in developing an observational system and illustrates their use in the development of the Florida Taxonomy of Affective Behavior in the Classroom. Athol B. Packer chooses the Florida Taxonomy of Cognitive Behavior, the TPOR, and the Reciprocal Category System (RCS) to illustrate "Using Systematic Classroom Observation Instruments for Curriculum Building." The final paper by Daniel A. Michalak, Robert S. Soar, and Robert E. Jester, "Systematic Observational Tools as Feedback for Teachers in Modifying Their Classroom Behavior," reviews literature and research to compare traditional and emerging models of the student teacher supervisory conference. (JS)

ED 031 445 SP 002 913

Morphet, Edgar L., Ed. Jessor, David L., Ed.

Preparing Educators To Meet Emerging Needs. Reports Prepared for the Governors' Conference on Education for the Future (December 11-13, 1968).

Designing Education for the Future, Denver, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 69

Note—167p.

Available from—Citation Press, Scholastic Magazines, Inc., 50 West 44th Street, New York, N.Y. 10036

EDRS Price MF-\$0.75 HC-\$8.45

Descriptors—Communications, *Educational Change, Educational Practice, Instructional Technology, Professional Training, Relevance (Education), School Personnel, School Role, Sensitivity Training, Systems Approach, *Teacher Education, Teacher Role

This final volume in the Governors' Conference on Education for the Future series contains 13 papers prepared for the conference on preparing educators to meet emerging needs. The papers are presented in six chapters: papers in the first chapter focus on the educational implications of a changing society, including needed revision of educational practices (such as modes of thought about ability, motivation, and evaluation) and implications of change for teacher roles and preparation; papers in chapter 2 explore the need for teacher education programs to include university faculty and for a school-based approach to teacher education (as seen in experimental schools); papers in chapter 3 advocate the use of intensive group experiences to improve education at the high school, junior college, and college levels, and the application and use of instruc-

tional technology in teacher education; papers in the fourth chapter deal with the need for pre- and inservice staff development programs for professional school personnel excluding teachers; papers in chapter 5 consider a systems approach to develop teacher education programs that are relevant to the teacher's role and the need for effective use of communications technology in education; and the papers in the final chapter expose some problems of education, especially in urban areas and universities, and the need for increased relevance in schools. (SM)

ED 031 446 SP 002 915

Roaden, Arliss L.

Problems of School Men in Depressed Urban Centers.

Ohio State Univ., Columbus. Div. of Continuing Education; Ohio State Univ., Columbus. Graduate School; Ohio State Univ., Columbus. School of Education.

Pub Date 69

Note—100p.

Available from—Publications Sales and Distribution, The Ohio State University, 2500 Kenny Road, Columbus, Ohio 43210 (Discounts on quantity orders)

Document Not Available from EDRS.

Descriptors—Disadvantaged Youth, *Educational Disadvantage, *Educational Improvement, *Urban Education

Seven papers which were presented at an Ohio State University postdoctoral seminar in 1964 on the subject of the problems of educational deprivation in depressed urban areas are offered. Major arguments and issues centering around whether educational deprivation can be attributed to inadequacies of teachers or to environmental factors include: the need for educational improvement through major modification of assumptions (such as grades, grade level, and teacher seniority) undergirding the system, with teachers being the essential variable in change; the educational irrelevance of the fatalistic and seductive theory of cultural deprivation used in explaining academic retardation among disadvantaged youth; the need for an "urban community school" as opposed to the rigid "four walls" approach; the need for an emphasis on the curriculum content of education for the disadvantaged such as urban resources and problems; the need for immediate field testing of the new theories and teaching methods for use with the disadvantaged; the need for a fresh perspective and for federal, state, and local cooperation in planning the training of teachers for depressed urban areas; and the need for schools to try to overcome the effects of economic and racial stratification and other urban maladies. (SM)

ED 031 447 SP 002 939

Freund, Janet W., Comp.

A Guide for Co-ordinators of Volunteers and Volunteer Services in Schools.

Winnetka Public Schools, Ill.

Pub Date 68

Note—136p.

EDRS Price MF-\$0.75 HC-\$6.90

Descriptors—*Coordinators, *Educational Programs, Learning Motivation, Older Adults, *Paraprofessional School Personnel, School Community Cooperation, *Staff Utilization, *Volunteers

Identifiers—Illinois, Project for Academic Motivation, Winnetka

This manual for those responsible for matching teacher requests and student needs to volunteer services is applicable to a variety of school volunteer programs but concentrates on the type of volunteer service which evolved from the Winnetka, Illinois, project in which older citizens in the community form a "talent pool" to work to enrich the curriculum and to motivate children's interest and effort, some in a one-to-one relationship, some with small groups, some with whole classes. Chapter titles are (1) Orientation, (2) The Volunteer Brings New Meanings to Education, (3) The Appropriate Volunteers Are Available (includes designs for consultation and demonstration schedule), (4) The Process of Referral, (5) Directives for Coordinators, (6) Directives for Volunteers, (7) The Volunteer Program with Reference to Academic Motivation, (8) The Volunteer Program with Reference to the Learning Laboratory, (9) Projections for Coordinators (including suggested structure for a school pilot program using appropriate knowledgeable volun-

teers), (10) Examples (among which are A Coordinator's Typical School Day; Sketches of Volunteers and Their Projects; A Conference with Inner-City School and Community Representatives). Included with each chapter are suggested readings and activities to further aid in the development of the skills and knowledge necessary for coordinating volunteer programs. (JS)

ED 031 448

SP 002 940

Gall, Meredith D. And Others

The Relationship Between Personality and Teaching Behavior Before and After Inservice Microteaching Training.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2931

Pub Date Mar 69

Contract—OEC-4-7-062931-3064

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Elementary School Teachers, *Microteaching, Personality, *Teacher Behavior, *Teacher Characteristics
Identifiers—Edwards Personal Preference Schedule, Rokeach Dogmatism Scale

A study was conducted to determine whether personality variables are correlated with specific teaching behaviors as measured before and after a minicourse ("Effective Questioning in a Classroom Discussion," a self-contained package of instructional materials in which teaching skills, which the teacher practices by microteaching, are defined in terms of specific behaviors). The Edwards Personal Preference Schedule and the Rokeach Dogmatism Scale were administered to 16 male and 32 female elementary school teachers before they took the minicourse. Teaching behavior was measured while each teacher taught a 20-minute videotaped lesson in his regular classroom before and after the minicourse. Videotapes were scored by trained raters on six behaviors. Seventeen personality variables were correlated with the six teaching behaviors before and after the minicourse. For females the number of statistically significant correlations was not more than would be expected by chance alone, but for males there were 23 before the minicourse and nine after. Implications are that personality has relatively little effect on the teaching behavior of females but that it has a relatively strong effect on that of males and that training programs such as the minicourse may reduce individual differences in style, thereby partially cancelling out the effect of personality dispositions. (JS)

ED 031 449

SP 002 941

Harrison, Grant V.

The Effects of Trained and Untrained Student Tutors on the Criterion Performance of Disadvantaged First Graders.

Pub Date 69

Note—6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Cross Age Teaching, Elementary School Mathematics, Elementary School Students, Grade 1, *Teaching Skills, *Training

A three-phase study was devised to investigate possible differences in the teaching effectiveness of trained and untrained upper-grade elementary school student tutors. In phase one, objectives for instruction in linear mathematical equations were specified for first-grade students and special instructional materials were prepared. Tutorial skills were identified with these specific objectives and materials (using an evaluation-revision strategy) and were formulated into tutoring techniques in phase two. Phase three of the study was concerned with a number of tests of the validity of the identified tutoring techniques. In one test, 16 first graders who had scored low on a pretest were randomly assigned to one of two treatment groups, the tutors of one group having been trained and the tutors of the other having received no training. Both groups used the same instructional materials and were allotted the same amount of time. Results from a posttest indicated that the effectiveness of trained student tutors was greater than that of untrained tutors. These findings were similar in two further tests. It is hoped that further tutor training will be approached empirically and that appropriate, generalizable tutorial skills will be identified and validated. (A five-item bibliography is included.) (SM)

ED 031 450

SP 002 942

Musella, Donald

Perceptual-Cognitive Style as Related to Self-Evaluation and Supervisor Rating by Student Teachers.

Spons Agency—Canadian Council for Research in Education, Ottawa (Ontario).

Pub Date Jan 69

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—College Supervisors, *Dogmatism, *Self Evaluation, *Student Teachers, *Teacher Evaluation

The relationship between a student teacher's dogmatism and his evaluation of himself and his supervising teacher was investigated to determine whether or not this researcher's earlier findings were generalizable. From a sample of 128 elementary school student teachers, those who scored in the upper 25 percent and those who scored in the lower 25 percent on the Dogmatism Scale (Form E) were identified as the study population. Each subject taught for 8 weeks and then rated himself and his supervising teacher on teaching effectiveness with the Teaching Inventory Form, described himself with the Teacher Personal Characteristics Inventory (TPCI), and selected from the TPCI the five characteristics most essential to effective teaching. Analysis of data significantly supported the hypotheses that closed-minded (more dogmatic) student teachers would rate themselves higher and their supervisors lower on teaching effectiveness and would describe themselves in more positive terms and with less variability than would open-minded (less dogmatic) student teachers. Evidence also supported the hypothesis that open- and closed-minded student teachers would not differ significantly in their selection of essential teaching characteristics. The results indicate that ratings of self and superordinates are, in some respects, a function of the perceptual-cognitive style of the rater. (LP)

ED 031 451

SP 002 943

Niedermeyer, Fred C. Ellis, Patricia

The SWRL Tutorial Program: A Progress Report. Southwest Regional Educational Lab., Inglewood, Calif.

Pub Date 1 May 69

Note—18p.

Available from—Southwest Regional Educational Laboratory, 11300 La Cienega Blvd., Inglewood, California 90304

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Cross Age Teaching, Grade 5, Grade 6, Kindergarten, *Remedial Reading, *Tutorial Programs

Identifiers—Southwest Regional Laboratory Tutorial Program, SWRL Tutorial Program

Fifth- and sixth-grade students were trained by kindergarten teachers to tutor kindergarten pupils in reading by using highly structured practice exercises, selected by teachers for each pupil as part of the Southwest Regional Laboratory's First-Year Communication Skills Program. To measure the effectiveness of tutoring on the progress of pupils needing remedial reading instruction, postremediation performances of pupils receiving teacher-plus-tutor remedial instruction and of pupils receiving only teacher remedial instruction were compared in eight schools. Pupils who were tutored scored significantly higher on the postremediation tests, and pupils who were reading close to the acceptable level on initial tests were helped more by teacher-plus-tutor instruction than by a teacher alone (possibly because a teacher without a tutor must concentrate on the most deficient pupils). In addition, tutored pupils outperformed untutored pupils on a mid-term test on 14 out of 15 items. Modifications have been made in the tutoring program on the basis of finding that some pupils were not receiving all of the practice exercises and that tutors needed more training in certain skills. A final report will contain detailed accounts of tutor training procedures and program installation procedures as well as final pupil reports. (LP)

ED 031 452

SP 002 944

Payne, Arlene

The Study of Curriculum Plans.

Anniston City Schools, Ala.; Montgomery County Public Schools, Rockville, Md.; National Education Association, Washington, D.C. Center for the Study of Instruction.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Contract—OEC-67-03388-0

Note—41p.

Available from—National Education Association, Publications-Sales Section, 1201 16th Street, N.W., Washington, D.C. 20036 (Single copy, \$1.00; \$381-11862; discounts on quantity)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Curriculum Design, *Curriculum Evaluation

This booklet discusses some general ideas on and outlines a particular approach to the appraisal of "curriculum plans" (those documents dealing directly with the purposes and general organization of the school's program and with the purposes and methods of instruction and evaluation). A section on "Descriptive Analysis" presents a series of guidelines (questions indicating the kind of information to be obtained) for analyzing three basic categories of contents in curriculum documents: (1) decisions and recommendations, (2) justification for decisions, and (3) forms of presentation of decisions and recommendations. Separate guidelines are listed for the general (school, department) and specific (course, unit, daily activity) levels of planning. A section on the "Evaluative Approach" is a description of three sources of criteria for judging the quality of curriculum plans: (1) a view of curriculum planning as an organizational process; (2) a theory or point of view about learning and instruction; and (3) models or rationales which identify the types of curricular decisions, the relationships among these decisions, and the bases on which decisions should be made. Appended is an illustrative analysis of a sample document (included in the booklet), "A Study Guide for Teachers: Political Education for Fifth Grade—To be Included in the Study of U.S. History." (JS)

ED 031 453

SP 002 945

Learning To Teach: Focus on Direct Experiences.

New Jersey State Dept. of Education, Trenton.

Pub Date 69

Note—24p.; Report of the New Jersey Joint Committee on Teacher Education

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—College School Cooperation, *Field Experience Programs, Interagency Cooperation, *Preservice Education, School Community Cooperation, State Departments of Education, State Programs, *Student Teaching
Identifiers—"New Jersey"

This booklet contains the report of a 2-year study committee representative of the teaching profession in New Jersey. Part 1 lists and briefly describes "Imperatives for Action," all of which focus on the need for greater statewide cooperation in the provision of student field experiences in working with children and youth. Several types of suggested experiences are described, and recommendations are made regarding the orientation of teacher educators and the initiation of a teacher education newsletter, a state advisory council on teacher education, resource facility centers, and statewide studies in nine problem areas. Part 2 presents guidelines for the sequence of professional laboratory experiences considered essential in the preparation of prospective teachers. Precollege experiences and pre- and poststudent teaching experiences are listed along with student teaching experiences. Part 3 lists guidelines for the functions and responsibilities of (1) the teacher education institution, (2) the cooperating school systems and community agencies, (3) the principal of the cooperating school or the director of the community agency, (4) the cooperating teacher or community action supervisor, (5) the college director and supervisor of professional laboratory experiences, and (6) the state department of education. (JS)

ED 031 454

SP 002 947

Boze, Nancy S. Day, Weldon E.

Screening Points in Secondary Teacher Education Programs.

Pub Date Jul 68

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Education Majors, Secondary School Teachers, *Teacher Evaluation, *Teacher Selection

A survey was made by Texas Technological College of secondary school teacher education programs in the United States to determine the various checkpoints and screening procedures of teacher candidates enrolled in those programs. A

13-item questionnaire designed to elicit these data was responded to by 43 institutions in 32 states, and responses were analyzed for each question. Recommendations for more effective checkpoints and screening procedures (such as early identification of teacher candidates; periodic reports on each student's background, grade point average, and vocational aspiration; and a newsletter for teacher candidates to improve communication) were derived from the data. (A seven-item bibliography is included.) (SM)

ED 031 455 SP 002 948

Clegg, Ambrose A., Jr. And Others
Teacher Strategies of Questioning for Eliciting Selected Cognitive Student Responses.

Pub Date Feb 69

Note—11p.; Paper presented at the American Educational Research Association annual meeting, February 1969.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Questioning Techniques, Teacher Education, *Teachers

Recent studies, showing that the majority of questions asked by teachers elicit little more than memorized answers from students, indicate that more effective teacher training in questioning techniques is needed. Teachers may be trained in the inquiry method, which necessitates that a student learn how to ask appropriate 'why' questions, or he may be trained in a very different approach to elicit behaviors from students that are essential for the student to accomplish his cognitive task. As another alternative, teachers may also be trained to use certain verbal cues in their questions (the "grammar of the interrogative") which indicate the kind of cognitive behavior needed by the student to answer appropriately. (A 25-item bibliography is included.) (LP)

ED 031 456 SP 002 949

Dagne, Frank A.

In-Service Education for Teachers.

East Maine School District Number 63, Niles, Ill. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [68]

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Inquiry Training, *Inservice Teacher Education, Teacher Developed Materials, Televised Instruction Identifiers—Illinois, Project Interweave

Project Interweave, a 3-year federally funded pilot project, not only provides inservice education for Illinois teachers in District 63, but also endeavors to train a number of teachers to assist participating schools with any type of inservice program. During the project's first year (1967-68), television lessons, which had been planned during the summer by committees of teachers, were broadcast once a week to teachers in participating schools in the fields of science, mathematics, and social sciences. (Language arts skills permeated all the lessons as the "interweave" tool.) The lessons illustrated an inquiry approach to teaching, and their viewings in each school were followed by seminars led primarily by members of the planning committees. The planning committee for social studies also developed four instructional tools, including a simulation game in economics for primary pupils. Alterations have been made for the second year of the project in scheduling and lesson format. For example, subject matter lessons now use an interdisciplinary approach, and other lessons are available on innovative practices such as nongrading. The effectiveness of the inservice project will be determined through systematic observation and reports by principals. Difficulty has been experienced in finding tests which will measure pupil growth under the new teaching methods. (LP)

ED 031 457 SP 002 950

Ellis, Elinor V.

The Role of the Curriculum Laboratory in the Preparation of Quality Teachers.

Florida Agricultural and Mechanical Univ., Tallahassee.

Pub Date Jun 69

Note—187p.

Available from—Florida A & M University Foundation, Inc., Box 224, Tallahassee, Florida 32307 (\$5.00)

EDRS Price MF-\$0.75 HC-\$9.45

Descriptors—Cataloging, *Curriculum Study Centers, Instructional Materials, *Teacher Education

The results of a questionnaire sent to 443 teacher education institutions, listed in the 1965-66 report of the National Council for Accreditation of Teacher Education, are reported in this document. Responses to the questionnaire, which elicited information about campus curriculum laboratories or equivalents, revealed that the laboratories (found in 98 percent of 331 responding institutions) are controlled by the department or school of education, by the library, or jointly by both; that staff numbers, service hours, and holdings (books, periodicals, audiovisual and numerous other materials) vary among institutions; that over 70 percent do not consider their facility a branch library and do not use the Dewey classification system; and that 62 percent process their materials in the curriculum laboratory. The responses are also evaluated according to whether or not they indicate an understanding of the purposes and function of a curriculum laboratory, defined as a place where preservice and inservice teachers are exposed to an assortment of materials for the purpose of experimentation, evaluation, and enrichment of teaching and learning. A manual for preparing materials for the curriculum laboratory, a 47-item bibliography of related readings, a resource list, and purchasing guide are appended. (LP)

ED 031 458 SP 002 951

Dickson, George E.

Educational Specifications for Teacher Education.

Toledo Univ., Ohio. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-9026

Pub Date Jun 69

Contract—OEC-0-8-089026-3310

Note—22p.

Available from—Mr. Richard Saxe, editor, EDUCATIONAL COMMENT, The University of Toledo, College of Education, Toledo, Ohio 43606

Journal Cit—Educational Comment; p8-28 Jun 1969

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—*Educational Specifications, *Elementary School Teachers, *Models, School Personnel, *Teacher Education Curriculum

By October 1968 nine out of 80 conceptual models submitted in the elementary teacher education project had been selected for funding. One of the nine models, designed by a consortium of Ohio state universities, is directed at six target groups because of the encompassing impact of change in education. The groups—inservice teachers, preschool and elementary preservice teachers, teacher educators, and administrative and supportive personnel—are trained by the college and public schools to work with multiunit, multicultural elementary schools which employ techniques of team teaching and individualized instruction. The training medium is the specification, which is a printed (and computerized) page of instructions about the treatment, materials, and evaluation to be used to train the teacher in one or more of the program's 2,123 behavioral objectives. The latter are organized according to particular topics and subject areas with five "contexts" of the training program—instructional organization, educational technology, contemporary learning-teaching process, societal factors, and research. For example, the behavioral objective of listing factors to be considered in individualizing reading instruction is ordered under Instructional Organization (context), Necessary Training for Instruction (subject), and Academic Disciplines and Skills-Methodology Reading (topic). Progress through the program is determined individually. The model also provides for continuous and systematic evaluation. (ED 025 456-7 are related documents.) (LP)

ED 031 459 SP 002 956

Cyphert, Frederick R.

The Research Context and the Goals of Teacher Education: Another Perspective.

Toledo Univ., Ohio. Coll. of Education.

Pub Date Jun 69

Note—7p.

Available from—Mr. Richard Saxe, editor, EDUCATIONAL COMMENT, The University of Toledo, College of Education, Toledo, Ohio 43606

Journal Cit—Educational Comment; p133-38 Jun 1969

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Behavioral Objectives, *Educational Research, Research Needs, *Teacher Education

One can agree with Donald M. Medley (Educational Testing Service) that "research in teaching has neglected individual differences among teachers" without accepting his statement that the "behavioral goals of teacher education are an individual matter." A teacher, while finding behaviors relevant for himself, should be able to begin with certain truths already provided by research; and conversely, what he discovers should be generalizable to others. A model which would produce knowledge necessary for the understanding and control of teacher behavior, without assuming that there is one behavior pattern for all may be derived from an empirical study of teacher-learner interactions. The results would provide the teacher with information on the probability of various responses occurring in a given situation; yet this general frame of reference could be altered to accommodate the particular strengths of teachers and learning styles of students. (LP)

ED 031 460 SP 002 972

Schaefer, James

A Bibliography of References Used in the Preparation of Nine Model Teacher Education Programs.

ERIC Clearinghouse on Teacher Education,

Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0490

Pub Date Aug 69

Contract—OEC-0-8-080490-3706-010

Note—97p.

Available from—ERIC Clearinghouse on Teacher Education, 1 Dupont Circle, N.W., Washington, D.C. 20036 (Limited supply available free of charge)

EDRS Price MF-\$0.50 HC-\$4.95

Descriptors—Affective Behavior, *Bibliographies, Cognitive Processes, Computer Assisted Instruction, Counseling, Educational Games, Educational Innovation, Educational Psychology, Educational Research, Educational Technology, Instructional Media, Interaction, Language Arts, Mathematics Instruction, Microteaching, Programed Instruction, Psychotherapy, Science Instruction, Simulation, Social Influences, Teacher Aides, Teacher Behavior, *Teacher Education

This bibliography of references used in the preparation of the nine Office of Education-funded model teacher education programs (ED 025 456-7, ED 025 490, ED 025 491-2, ED 025 495, ED 026 301-2, ED 026 305-31, ED 027 283, ED 027 284, ED 027 285-7, and SP 002 907) contains 1,372 entries published between 1916 and the present. Entries are divided into four topic areas in teacher education: the nature and training of teachers (further divided into research and development techniques, analysis and innovation, microteaching, teacher characteristics and behavior, and teacher aides), education and educational practices (with entries subdivided into societal factors influencing education, evaluation and innovation in educational management and instructional organization, teaching language arts, production and teaching of children's literature, and teaching science and mathematics), educational psychology (including citations subdivided into cognitive and affective domains, counseling and psychotherapy, social learning, basic behavioral operations, contingency management, and personal communication and interaction), and educational technology (with references under instructional media, computer-assisted instruction, programed instruction, and educational simulation and games). (SM)

ED 031 461 SP 002 973

Pearson, Jim B., Ed. Fuller, Edgar, Ed.

Education in the States: Historical Development and Outlook.

Council of Chief State School Officers, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 69

Contract—OEC-2-6-000991-0686

Note—1451p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$50.00)

EDRS Price MF-\$5.25 HC Not Available from EDRS.

Descriptors—Accreditation (Institutions), Education, Educational Change, Federal State Relationship, Minority Groups, Special Education, State Boards of Education, *State Departments of Education, State School District Relationship, Student Transportation, Teacher Certification, Teacher Education, Vocational Education

Identifiers—American Samoa, Guam, Panama Canal Zone, Puerto Rico, United States, Virgin Islands

The historical development to 1967 of the 50 state departments of education and the central school agencies of Puerto Rico, American Samoa, Guam, the Panama Canal Zone, and the Virgin Islands is presented in this massive reference. Each chapter, dealing with a separate state or territory, was written independently; however, topics in common to most chapters include educational change or reform, early history, problems of the depression and postwar years as related to education, teacher certification, special educational programs, vocational education, educational finance, teacher education, school accreditation, pupil transportation, minority group education and problems, board structure and present status, future plans, and federal, state, and local interrelations. Each chapter is supplemented by a bibliography, a list of the chief school officers, and an organizational chart. (EDUCATION IN THE STATES: NATIONWIDE DEVELOPMENT SINCE 1900, SP 003 035, is a related document.) (SM)

ED 031 462 SP 002 974

Bowman, Garda W. Galinsky, Ellen
Discussion Guide for Film: "Teams for Learning."
Bank Street Coll. of Education, New York, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 69
Grant—OEG-9-420065-0715
Note—31p.

Available from—Mr. Michael Neben, Bureau of Educational Personnel Development, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

Document Not Available from EDRS.

Descriptors—*Instructional Films, Paraprofessional School Personnel, *Small Group Instruction, Teachers, *Team Teaching

This discussion guide was prepared to accompany a 26 1/2-minute, black and white 16 mm film, "Teams for Learning," which portrays teams of teachers and auxiliary personnel in action in four types of schools. A brief outline of the film, the purpose of which is to stimulate discussion and behavior analysis among team members during their training, is presented along with descriptions and background information about the four locations—a predominantly black inner-city high school in Detroit; a third-grade class of Mexican-Americans, Indians, and Anglos in Tucson; an all-black rural first grade Follow Through class in Macon County, Alabama; and an integrated kindergarten class taught by an integrated team (including parents) in Huntsville, Alabama. Illustrative episodes from the film are printed in the guide with suggested implications for team training and questions for the trainer to ask himself. Questions to be asked of trainees (the teachers and aides together, either group alone, or boards of education) and methods for using the film (as a basis for role playing, for example) are also suggested. (Related training materials are SP 002 899, SP 002 900, and SP 002 902.) (LP)

ED 031 463 24 SP 002 975

Cheers, Arlyne L. Carter, Lamore J.

A Comparison of Two Groups of Teacher-Trainees Whose Professional Experiences Differ in Organization, Scope and Sequence. Final Report.

Grambling Coll., La.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0904

Pub Date 28 Jun 69
Contract—OEC-6-10-125
Note—135p.

EDRS Price MF-\$0.75 HC-\$6.85

Descriptors—*Education Majors, Elementary School Teachers, *Interdisciplinary Approach,

Knowledge Level, *Methods Courses, Student Teachers, Teacher Behavior, Teacher Education Curriculum

Two groups of education majors, enrolled in traditional and experimental methods courses, were compared in their knowledge of professional and general educational information, knowledge of the elementary school curriculum, classroom instructional behavior, and adaptability to changing classroom situations. The experimental methods course, prepared and taught by an interdisciplinary staff, was based on a theoretical model of classroom behavior and paralleled four traditional courses—Educational Psychology, Tests and Measurements, Children's Literature, and a methods seminar. The groups shared their other courses during the spring and fall semesters of 1967 and an additional semester of student teaching, during which they were observed and rated with the Teacher Verbal Behavior and Adaptability Record. The classroom ratings and posttest results of the National Teacher Examinations significantly favored the experimental group in general educational background (in written English and in combined social studies, literature, and fine arts but not in science or mathematics), professional information, and behavior while teaching language arts, social studies, mathematics, factual information, concepts, intellectual skills, and appreciation. In addition, the experimental group encouraged pupil discourse and transfers of learning. No significant differences were found in their knowledge of elementary school subject matter and methods. (LP)

ED 031 464 SP 003 006

EPDA Institute for Bilingual Elementary Teachers and Teacher Aides.

Texas Univ., Austin. Foreign Language Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date Aug 69
Note—375p.

EDRS Price MF-\$1.50 HC-\$18.85

Descriptors—*Bilingual Education, Bilingual Teacher Aides, Bilingual Teachers, *Elementary Education, *Institutes (Training Programs), Instructional Materials, Kindergarten, Spanish Speaking, Workbooks

An 8-week summer institute was held at the University of Texas at Austin for native Spanish-speaking elementary school (K-3) teachers and teacher aides to improve their language and teaching skills and to increase their knowledge of language, culture, bilingualism, and problems of the bilingual learner. Under the direction of eight instructors and 10 graduate assistants, the 39 participants engaged in formal program activities which included classes in theoretical understanding of bilingual education, basic understanding of applied linguistics, basic understanding of the Spanish-speaking child of the Southwest, and the development of language skills; workshops in developing a method of teaching reading in Spanish to Spanish speakers, developing curricular materials in Spanish, compiling a basic reference library in Spanish, developing a diagnostic test in phonology, teaching in a bilingual situation, and learning methods used in existing bilingual programs in the United States; and periodic progress reports of the institute. Participants completed an extensive institute evaluation form in which they expressed their satisfaction with the institute. (Appended are two workbooks produced by a joint effort of teachers and teacher aides in the workshops. Materials developed include a Spanish vocabulary for grades K-3, representative curricular units written in Spanish, and a collection of games, songs, and dances for grades K-3.) (SM)

ED 031 465 SP 003 016

Schneider, Velta

Bilingual Lessons for Spanish-Speaking Preschool Children (ESEA Title III Project, A Regional Approach: ESL/Bilingual-Bicultural).

San Diego City Schools, Calif.
Pub Date Apr 69
Note—121p.

EDRS Price MF-\$0.50 HC-\$6.00

Descriptors—*Preschool Children, *Preschool Curriculum, *Spanish Speaking

Four sample bilingual lessons designed to help teachers develop their own bilingual programs are presented in this teacher's guide. The lessons

were written in Spanish and English for preschool Spanish-speaking children and provide teaching material which centers around concepts such as colors, community helpers and workers, farm animals, following directions, geometric shapes, how plants grow, literature background, more or less, opposites, parts of the body and how they function, relative positions, relative sizes, roles of the members of a family, safety to and from school, same and different, sea animals, simple counting, weather and seasons, and zoo animals. Appended are stories, songs (in Spanish), and visual aids to supplement the lessons. (Author/SM)

ED 031 466 SP 003 027

Torney, Judith V.

Perspectives on the International Knowledge and Attitudes of Children and Adolescents.

Pub Date 68
Note—35p.; Prepared for a Faculty Seminar in conjunction with an NDEA International Affairs Institute, Indiana University, 1968.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—Changing Attitudes, *Political Socialization, *Student Attitudes

This paper, prepared for a faculty seminar in conjunction with an NDEA International Affairs Institute, examines data collected in numerous studies on the political attitudes of children and adolescents. Four widely used models derived to deal with political socialization (the accumulation model, the identification model, the role transfer model, and the cognitive development model) and one less frequently used model (the reduction expansion model) are offered in the opening pages. The major portion of the document deals with the state of current descriptive information (derived from questionnaire responses with interviews) about the attitudes and information which children (grades 2 through 8) may have about the United States and other countries: attitudes and beliefs about the nation, communism, the Soviet Union and Red China, the United Nations, the President and the national government, other nations in relation to the United States, and war and peace. The influence of curriculum and teacher behavior on children's attitudes is also explored. A 19-item bibliography is included. (SM)

ED 031 467 SP 003 035

Fuller, Edgar, Ed. Pearson, Jim B., Ed.

Education in the States: Nationwide Development Since 1900.

Council of Chief State School Officers, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69
Contract—OEC-2-6-000991-0686
Note—771p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$12.50)

EDRS Price MF-\$3.00 HC Not Available from EDRS.

Descriptors—Accreditation (Institutions), Adult Education, Educational Finance, Educational Objectives, Federal State Relationship, Food Service, Higher Education, *Public Education, Public Relations, School Design, State Departments of Education, State School District Relationship, States Powers, Student Personnel Services, Teacher Associations, Teacher Certification, Teacher Education, Vocational Education, Vocational Rehabilitation

This companion volume to "Education in the States: Historical Development and Outlook" (SP 002 973) provides information in 16 areas of concern to state departments of education. Each chapter was written separately and is devoted to one of the areas: the legal and constitutional powers in education of the states; the development, functions, and working conditions of the state departments of education; the development and organization of state school systems; major developments in state school financing; the purposes of education and ways to achieve these purposes in public schools; the history and philosophy of vocational education; the expansion and implementation of programs for lifelong education such as adult education; the development and organization of pupil personnel services; the development of teacher education, certification, and accreditation; the effects of school construction design on pupil achievement; the impact of

federal legislation and policy on state departments of education; important stages and developments of federally supported school food services; the ways and means to implement vocational rehabilitation programs; the history of the relationships between the organized teaching profession and state departments of education; the functional relationships between state departments of education and higher education; and the public relations activities of state departments of education. (SM)

ED 031 468

TE 001 129

Larson, Richard L.

Training New Teachers of Composition in Administering Theme Assignments.

Pub Date 68

Note—6p.

Available from—Department of English, Colorado State Univ., Fort Collins, Colorado 80521 (Subscription rates: 1 year, \$3.00; \$1.00 a copy)

Journal Cit.—*Journal of English Teaching Techniques*; v1 n3 p1-5 Fall 1968

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Assignments, *Composition (Literary), Critical Thinking, *English Instruction, Motivation Techniques, Student Evaluation, Student Motivation, *Teaching Techniques, Writing

A teacher's careful planning and administering of writing assignments can help stimulate the student's desire to write well. In planning assignments, teachers should have an overall view of the structure of the course, know what can reasonably be expected of the students, find topics close to the students' interests and experiences, encourage independent observation and thinking, and analyze the demands made by a proposed assignment. Instructions to students should specifically define the subject of the paper and its scope, specify an audience for the students to address, contain precise verbs, and be double-checked for clarity, precision, and economy. When presenting the assignment, the instructor should identify for students the major problems they will face in writing the assignment, allow time for class discussion of the assignment and ways of approaching it, and tell the students which features of their work will be evaluated. (SW)

ED 031 469

TE 001 381

Moscovici, Serge Humbert, Claudine

Studies of Verbal Behavior in Oral and in Written Language. Professional Paper 68-14.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on School Learning and Individual Differences.

Pub Date May 68

Note—20p.; Tr. Sara W. Whitten. Original appeared in "Psychologie Française," V(1960), 175-86.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Cognitive Processes, Communication (Thought Transfer), Communication Skills, Grammar, *Language Styles, Language Usage, Linguistic Patterns, *Linguistic Performance, Oral Communication, *Oral Expression, Thought Processes, Verbal Communication, Vocabulary, *Written Language

The oral and written language of 10 students expressing themselves on the same subject was observed to determine (1) whether an "oral style" could be identified and (2) what relationship existed between cognitive processes and methods of expression. Six girls and four boys were placed in two situations: an "oral" situation in which the student discussed the cinema while an experimenter recorded the response, and a "written" situation in which students were asked to "Explain to a friend what you think of the cinema." The material received was analyzed for content, for processes of elaboration, and for linguistic expression in terms of total volume of expression, variety of vocabulary used, grammatical characteristics, and frequency of vocabulary items used. These analyses revealed (1) the repetitive and discontinuous character of the oral language with continual modification, in contrast to the articulation that is characteristic of written language, and (2) a correspondence between the structural properties of language and the cognitive processes called into play. However, the nature of these processes, dependent on the means of elaboration and transmission of messages, does not lend itself to specific description. (LH)

ED 031 470

TE 001 399

Lackey, George H., Jr.

Written Communicative Ability: An Analysis and Treatment.

Pub Date 67

Note—151p.; Ph.D. Dissertation, University of South Carolina.

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 67-15,566, MF \$3.00, Xerography \$7.20)

Document Not Available from EDRS.

Descriptors—Communication Skills, Composition (Literary), *Composition Skills (Literary), *English Instruction, *Essay Tests, *Language Ability, Language Instruction, *Remedial Instruction, Secondary Education, Teaching Methods, Verbal Communication, Writing Skills

This study attempted to answer three questions dealing with written communication: (1) Does the nature of the essay test penalize poor writers? (2) Can short-term, concentrated instruction measurably improve the communication ability of poor writers? (3) Is written communicative ability strongly related to knowledge of the English language? To answer the first question, 257 high school English students were asked to write themes on a common subject and were given an essay test and an objective test on identical material. Sixty "poor" and 64 "good" writers were identified. It was found that the discrepancies between the objective and essay scores of the poor writers did not differ from those of the good writers. To answer the second question, two groups were selected from the 60 poor writers, and one group was given 20 fifty-minute instructional sessions on composition. On the basis of a theme written by both groups, the group receiving the concentrated instruction failed to gain significantly over the control group. To answer the final question, 182 of the students were administered "Nelson's High School English Test, Form A," and their scores were compared to their writing ability; but no strong relationship could be established. (Author/JB)

ED 031 471

TE 001 404

Smith, Richard John

The Effects of Reading a Short Story for a Creative Purpose on Student Attitudes and Writing.

Pub Date 67

Note—95p.; Ph.D. Dissertation, The University of Wisconsin.

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 67-12,158, MF \$3.00, Xerography \$4.80)

Document Not Available from EDRS.

Descriptors—Assignments, *Composition (Literary), *Creative Thinking, *Creative Writing, English Instruction, High School Students, *Short Stories, *Student Attitudes, Teaching Techniques

This study investigated two major hypotheses: (1) If capable high school seniors are oriented to the reading of a short story by a pre-assigned, creative writing task, their attitudes toward the story will be more positive than if they are oriented to it by a pre-assigned, noncreative writing task and (2) if those students respond to the creative writing task, their written products will manifest more thinking at the cognitive level of synthesis than if they respond to a noncreative writing task. Twenty, 12th-grade, college-preparatory English classes from two Madison, Wisconsin, schools were randomly assigned to four different treatments. The effect of a pretreatment training program was an ancillary concern. The actual experiment took one 50-minute class period in which students studied the writing task, read a short story, and completed the writing assignment along with an attitudinal inventory relative to the story. It was concluded that the kind of writing task assigned preparatory to students' reading does make a difference in their attitudes toward that story. A significant difference at the .05 level was found in favor of the noncreative writing task variable. On the other hand, it was indicated that a creative writing task assigned prior to the reading of a short story can be effective in stimulating creative thinking about that story. Author/LK

ED 031 472

TE 001 407

Murphy, Dennis Kevin

A Study of the Effectiveness of a Linguistic Approach in Teaching Composition to Secondary School English Students.

Pub Date 67

Note—169p.; Ed.D. Dissertation, The University of Rochester.

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 67-13,664, MF \$3.00, Xerography \$7.80)

Document Not Available from EDRS.

Descriptors—*Applied Linguistics, *Composition (Literary), Composition Skills (Literary), *English Instruction, Experimental Teaching, Grade 12, Rhetoric, Secondary Education, Student Improvement, Teaching Methods, *Traditional Grammar

This study investigated (1) whether teaching applied linguistics can help high school students learn to write more effectively, and (2) which approach, linguistic or traditional, is more effective in teaching composition. Twelfth grade male students (188) in a private metropolitan high school were randomly assigned to six sample groups, fairly similar in intelligence and socioeconomic status. Two groups were taught composition through a traditional grammar approach, two through a linguistic approach, and two, serving as control groups, were not taught composition at all. One group from each of the three treatments was given a standard essay pretest, and after 12 weeks of instruction, all groups were given a different version of the same test. Test results indicated that traditional groups were more successful than linguistic groups and showed marked improvement over the control groups. The success of the traditional group could have resulted from several factors: (1) familiar concepts in the traditional course permitted more time to be spent on rhetoric and style, whereas unfamiliar concepts in the linguistic approach required more time to master, (2) the content of the traditional course was completed while that of the linguistics course was not, and (3) the limited mastery of linguistic concepts may have confused students. Author/LH

ED 031 473

TE 001 414

Fischo, Daniel T.

A Study of the Relationship Between Creativity in Writing and Comprehension in Reading of Selected Seventh Grade Students.

Pub Date 66

Note—121p.; Ed.D. Dissertation, Lehigh University.

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 67-4861, MF \$3.00, Xerography, \$6.00)

Document Not Available from EDRS.

Descriptors—Age, *Creative Writing, *Creativity Research, *English Instruction, Evaluation Techniques, Grade 7, Intelligence Quotient, Language Ability, Motivation, *Reading Comprehension, Secondary Education, Sex Differences

This study was concerned with the possible relationships between the seventh-grader's ability to write creatively and his reading comprehension his sex, his chronological age, his general intelligence, and his interest in the assigned topic. The creativity scale devised to score the student's creative writing ability included 12 scoring criteria within five major areas—the student's sensitivity to the problem, his flexibility, ideas, fluency, and evaluation. Findings indicated that sex and creativity in writing were significantly correlated, but the student's chronological age, his interest, his language I.Q., and total I.Q. did not seem to significantly affect his creativity in writing. Reading comprehension did not appear as a significant main effect for creative writing scores. (Author/JB)

ED 031 474

TE 001 419

O'Connell, Sister Mary Patrick

An Analysis of Methods and of Textbooks in Teaching Grammar in Elementary School English.

Pub Date 67

Note—204p.; Ph.D. Dissertation, St. Louis University.

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor,

Michigan 48103 (Order No. 68-1283, MF \$3.00, Xerography \$9.25)

Document Not Available from EDRS.

Descriptors—Elementary Education, *English Instruction, *Grammar, Language Instruction, *Sentence Diagramming, *Teacher Background, Teacher Characteristics, Teaching Methods, *Textbook Evaluation, Traditional Grammar, Written Language

This study proposed to analyze the teaching of grammar nationally in grades three through eight by a qualitative analysis of textbooks used and a questionnaire survey of actual teaching practices, policies, and procedures. The textbooks were analyzed for their approaches to sentences, parts of speech, and word usage; their page allotments to several factors of language teaching; and their basic philosophies. The texts revealed more similarities than differences, concentrated on the inductive method rather than the deductive, and placed sentence diagramming at seventh grade level or above. Of those teachers randomly selected to receive the questionnaire, 67% responded. These results indicated a similarity among the participants with regard to academic-professional background, time spent on grammar instruction, emphasis on written language over oral, and consensus on dealing with individual differences. Dissimilarity on the use of sentence diagramming was noted. Some conclusions were that (1) grammar plays a significant role in English language teaching, (2) both text and teacher treat grammar in functional situations, and (3) parochial teachers consider sentence diagramming more important than do public school teachers. (Author/LH)

ED 031 475

TE 001 430

Ruddell, Robert B. Graves, Barbara W. **Socio-ethnic Status and the Language Achievement of First-Grade Children.**

Pub Date May 68

Note—9p.

Journal Cit—Elementary English; v45 n5 p635-42 May 1968

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Child Language, *Culturally Disadvantaged, English Instruction, Grade 1, Grammar, *Language Development, Language Patterns, Language Skills, Language Usage, Oral Communication, Social *Dialects, *Socioeconomic Influences, Sociolinguistics, *Standard Spoken Usage, Teaching Methods

This study investigated the relationship between the syntactical language development of first grade children and their socio-ethnic status. From a random selection of 160 first grade children, 19 Caucasians with highly developed language abilities were selected from a high socioeconomic stratum to be compared with 19 Negroes with low language abilities from a low socioeconomic stratum. When test scores were compared on syntactical items familiar to both groups, the "high" group turned in nearly error-free work and contrasted sharply with the "low" group in the number of errors. The low group deviated from the high group most strikingly in errors in subject-verb agreement, especially in the third person singular. However, on three test items unfamiliar to both groups, no significant differences existed in the number of errors made. These findings indicated the need for the culturally disadvantaged to practice the use of standard English as a second dialect to develop their control over grammatical contrasts. (JB)

ED 031 476

TE 001 431

Trotman, C. James **Assessing a National High School English Study.**

Pub Date Oct 68

Note—5p.

Journal Cit—The English Record; v19 n1 p52-5 Oct 1968

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Data Analysis, *Data Collection, *Educational Research, Educational Researchers, English Education, *English Instruction, English Programs, Institutional Research, Researchers, Research Methodology, *Research Problems, Research Skills, Research Tools, Secondary Education, Statistical Data

The significance of this essay for English educators and research specialists lies in its analysis of the demands of and criteria for valid research, frequently ignored by researchers in English today. Using as a case in point Roger K. Applebee's article, "National Study of High School

English Programs: A Record of English Teaching Today" ("English Journal," March 1966), the author suggests that false conceptions and stereotypes are perpetuated by the following questionable research procedures: (1) using a tone of rhetorical appeal in presentation, (2) selecting a population too small to qualify as good random sampling, (3) including only one representative point of view in English education, (4) not clearly defining vocabulary terms which have multiple meanings nor indicating measurement instruments used in the study, and (5) making misleading inferences and conclusions based on insufficient data. The essay then calls upon English teachers who are interested in undertaking research projects or experiments in their classrooms to follow established scientific procedures so that their findings can be trusted and accepted. (JBB)

ED 031 477

TE 001 432

Stern, Adele H.

Using Films in Teaching English Composition.

Pub Date May 68

Note—5p.

Journal Cit—English Journal; v57 n5 p646-49 May 1968

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Audiovisual Aids, *Composition (Literary), *English Instruction, Figurative Language, Films, *Film Study, Literary Analysis, *Literary Conventions, Secondary Education, Teaching Techniques, Writing

The use of films in the classroom can help motivate students not only to write but also to consciously employ literary techniques. A film offers visual and audio parallels for conventions traditionally associated with writing, such as metaphor, plot, theme, point-of-view, dialect, satire, and imagery. Since these film conventions can be directly transferred to writing, students who are able to comprehend film composition are better able to understand the techniques involved in skillful literary composition. (A list of films for stimulating written composition is included.) (MP)

ED 031 478

TE 001 441

Mosely, James Nunnlee, Jr.

Perceptions of Teachers of English Regarding Certain Oral Activities in the Classroom (Grades 7-12).

Pub Date 67

Note—180p.; Ed.D. Dissertation, University of Alabama.

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor Michigan 48103 (Order No. 68-1056, MF \$3.00, Xerography \$8.20)

Document Not Available from EDRS.

Descriptors—Classroom Communication, Debate, *English Instruction, Oral Communication, *Oral Expression, Public Speaking, Secondary School Teachers, *Speaking Activities, Speech Improvement, *Speech Instruction, Speech Skills, Teacher Attitudes, *Teacher Education, Teaching Methods

To identify speech skills necessary to effectively teach the oral dimension of language, 137 secondary school teachers of English in Alabama were asked to complete a questionnaire on (1) their undergraduate education, (2) their knowledge of speech, and (3) those speech activities perceived useful in facilitating instruction in oral English. The following conclusions were made: (1) Many high school students receive little instruction in oral expression outside the English classroom and enter college with a limited training in oral language expression. (2) Average or above-average students are enrolled in speech classes. (3) In a democracy, the need for effective speech extends beyond the public schools. (4) The development of courses of study in English and the use of speech activities in the classroom are influenced by the teacher's undergraduate training, his ability to teach oral skills, and his perception of the relationship between the spoken and written word. (5) Perception of speaking ability influences participation in in-service meetings. (6) Oral English is best taught in the classroom. (7) Most teachers believe speech to be of value in teaching English and speech training to be necessary in the teacher undergraduate curriculum. (8) A large percentage of teachers are frequently called upon to supervise some speech activity. (Author/LH)

ED 031 479

TE 001 443

Diederich, Paul B.

Grading and Measuring.

Pub Date 65

Note—13p.; In "Improving English Composition," ed. Arno Jewett and Charles E. Bish (Washington, D.C.: National Education Assn., 1965) pp. 81-91.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Cloth, \$2.50, Stock No. 781-10508; Paper, \$1.50, Stock No. 781-10510)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Achievement Rating, *Composition (Literary), Composition Skills (Literary), English Education, *English Instruction, *Evaluation Criteria, Evaluation Methods, Grades (Scholastic), *Grading, Student Evaluation, Student Improvement, Testing, Writing Exercises, *Writing Skills

The low rate of agreement among readers of College Entrance Examination essays suggested the need to examine the qualities in student writing which caused wide variance in grading. To study this question, 300 homework papers by freshmen at three universities were graded by 60 distinguished readers in six fields. The following factors, by rank, seemed to influence readers: ideas expressed, grammar, punctuation, spelling, handwriting, organization, analysis, wording, phrasing, and "flavor." These factors reduced to "general merit" and "mechanics," in addition to three possible ratings of "high," "medium," or "low," were used to grade monthly test papers of English pupils in 17 high schools for 1 year. From this trial period, a means of measuring student growth in writing ability was developed. All students in a span of three grades would simultaneously write on the same topic several times a year. The unidentified papers would be graded, and the students' scores compared over a 3-year period, would indicate their progress. (JM)

ED 031 480

TE 001 464

Brown, Kenneth L.

Speech and Listening in Language Arts Textbooks.

Pub Date 67

Note—13p.

Journal Cit—Elementary English; v44 n4 p336-41 Apr 1967 Part I; Elementary English; v44 n5 p461-67 May 1967 Part II

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Communication Skills, *Content Analysis, Creativity, Elementary Education, Evaluation Criteria, *Language Arts, *Listening, Listening Skills, Oral Communication, *Speech, Speech Instruction, Speech Skills, Spontaneous Behavior, Textbook Bias, *Textbook Content, Textbook Evaluation, Textbook Preparation, Textbooks

An examination of 54 language arts textbooks (grades 3-6) was made to determine textbook content criteria and the amount and specific nature of the speech and listening contents. The results indicated that authors and publishers feel that language skills (1) are used primarily for communicating, for social competency, and for thinking, (2) are best taught by focusing on specific areas, (3) should be developed in social situation, and (4) should be taught by emphasizing oral language first. But, most textbooks give more space to six other language arts areas than to speech or listening activities. The following conclusions about the specific content of speech and listening lessons can be made: (1) Those speech activities emphasized most, in order of rank, are giving talks, conversation and discussion, dramatization, storytelling, social amenities, articulation, enunciation, pronunciation, and telephoning. (2) In listening content, teaching listening directly ranked highest in allotted space. (3) Creativity, spontaneity, and the use of bodily action in speaking were generally neglected. (4) Skill development in voice usage is limited by the printed page, and teachers must supplement textbooks with oral teaching devices. (LH)

ED 031 481

TE 001 466

[Dolch, E.W.]

Woodstock Community Consolidated District

Number 10, Ill.

Pub Date [68]

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Communication (Thought Transfer), *Composition (Literary), *Creative Writing, Educational Philosophy, Elementary Education, *English Instruction, Individual Development, Individual Differences, *Language Arts, Language Skills, Learning Readiness, Spelling, Teaching Guides, *Teaching Methods, Writing, Writing Skills

This document articulates a philosophy of language arts that is based on the teacher's recognition of the need for an individualized rate of growth for each child. Writing is presented as a personal and practical means of communication, and writing skills are listed that should be taught in the writing program. The goals for an effective creative writing program are then discussed, which include providing each child with a proper atmosphere and sufficient time to write, guiding the child to an understanding of the form of good writing, familiarizing him with proofreading procedures, preparing cumulative records, and holding periodic conferences to help him evaluate his growth. The appendices present a suggested daily plan for teaching creative writing, a proposal of specific proofreading procedures all students should follow, and a spelling list of 200 commonly used words. (JB)

ED 031 482 TE 001 471
Odland, Norine

Teaching Literature in the Elementary School.
NCTE/ERIC Studies in the Teaching of English. National Council of Teachers of English, Champaign, Ill. ERIC Clearinghouse on Teaching of English.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 69

Contract—OEC-1-7-070870-5050

Note—67p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 38480, \$1.50)

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—Academic Standards, *Childhood Interests, Childrens Books, Curriculum Development, Curriculum Guides, Educational Philosophy, *Elementary Education, English Curriculum, *English Instruction, Library Programs, *Literature, Literature Programs, Student Reaction, Teacher Education, Teacher Educators, *Teaching Methods, Textbook Content, Textbook Evaluation

The variety of influences on the teaching of literature at the elementary school level is illustrated by this description of current practices and review of research and development in the area. The following types of materials are reviewed to point out recommended practices: curriculum guides, objectives of library programs, textbooks for children, textbooks for teacher education, standards for teacher preparation, and opinions of specialists. The review of research includes studies and reports dealing with (1) status of research in teaching literature in the elementary school, (2) children's interests and tastes, (3) content analysis of children's literature, (4) preparation of teachers for teaching literature, (5) curriculum development in literature in the elementary school, (6) practices in teaching literature, and (7) children's responses to literature. The conclusion states that the best focus for research and development is on the reading children do and on the responses children make to the literature they read. (LH)

ED 031 483 TE 001 475

Zimmerman, Howard Clinton

Structural Versus Traditional Approaches to the Teaching of English Grammar in High Schools.

Pub Date 67

Note—482p.; Ed.D. Dissertation, University of Oregon.

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 67-16, 190, MF \$6.15, Xerography \$21.85)

Document Not Available from EDRS.

Descriptors—Applied Linguistics, *English Instruction, *Grammar, Secondary Education, Sex Differences, *Structural Grammar, Structural Linguistics, Student Attitudes, *Teaching Methods, *Traditional Grammar

A study of the relative effectiveness of three approaches to teaching selected aspects of English grammar to 299 10th-grade students of average ability (17 class-size groups) was made in

Lane County, Oregon. Five groups were taught using structural linguistics concepts; six groups employed traditional methods, materials, and approaches; and six served as control groups with instruction left to the teacher's discretion. Before instruction, students were equated by test scores, general age, and sex characteristics; and teachers were given inservice training, counseled in the use of instructional materials, and tested for fidelity to their teaching approaches. After a year of grammar instruction, the students were tested again with both standardized and experimental instruments. The major findings of the study were that (1) the performance means of the structural-approach groups and the traditional-approach groups did not differ significantly; (2) significant differences at the .01 level were found between the performance means of the undefined approach groups and each of the well-defined structural- and traditional-approach groups; (3) significant differences at the .01 level were found between performance means for boys and girls; (4) none of the approaches improved students' attitudes toward grammar. (Author/LM)

ED 031 484 TE 001 476

Nelms, Benny Frank

Characteristics of Poetry Associated with Preferences of a Panel of Tenth Grade Students.

Pub Date 67

Note—295p.; Ph.D. Dissertation, The University of Iowa.

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 68-963, MF \$3.80, Xerography \$13.30)

Document Not Available from EDRS.

Descriptors—Content Analysis, Educational Research, *English Instruction, Grade 10, *Literary Analysis, *Literary Discrimination, Literature, Lyric Poetry, *Poetry, Secondary Education, *Student Attitudes, Student Interests, Student Opinion, Twentieth Century Literature, Versification

To determine what characteristics of poetry are preferred by high school students, researchers asked 16 sophomores to use a semantic differential rating scale to evaluate 120 poems selected from high school textbooks and current publications. Seven sophisticated poetry readers numerically assessed 10 technical characteristics of the poems to establish a means of comparison between professional and student evaluations and to clarify the relationship between the students' descriptive and evaluative scales. Analysis of the data revealed that students preferred (1) narrative poetry of topical interest, particularly poems about unusual people, moments of crisis, humor, war, history, and social problems to the exclusion of poems dealing with lyric expression of mood, emotion, and sensory impression, (2) poetry which is easy to comprehend, (3) poems dealing with realistic, masculine, unusual, and youthful subject matters, (4) competent but controversial modern poems rated high by the sophisticated readers, (5) poems that vary considerably from those judged high in poetic merit by sophisticated readers, and (6) no particular rhyme scheme. (Author/MP)

ED 031 485 TE 001 477

Miller, Raymond Lee

An Evaluation of an Experimental Written Composition Program for Second Grade.

Pub Date 67

Note—154p.; Ed.D. Dissertation, The University of Nebraska Teachers College.

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 68-3795, MF \$3.00, Xerography \$7.20)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Chalkboards, *Composition (Literary), Composition Skills (Literary), Elementary Education, *English Instruction, Evaluation Criteria, *Grade 2, Group Relations, Language Arts, Motivation Techniques, Sex Differences, *Teaching Methods, *Writing Skills

In this study, an evaluation was made of a second grade experimental written composition program based on the social and psychological nature of children, on principles of written composition, and on effective classroom procedures. The distinguishing feature of the experiment, which involved 82 children, was the use of chalkboard compositions to motivate and instruct the

students and to help them evaluate their own writing. As a control, another group of 82 second grade children from similar backgrounds were taught in a traditional composition program. Three raters determined the evaluation criteria for the children's writing and systematically rated the compositions from both groups for mechanics and quality of content. By using covariance analysis, it was found that (1) raters can achieve high reliability when they develop their own criteria and practice using it, (2) although group treatment seems to affect the quality of written composition, sex differences do not, and (3) the higher adjusted mean scores of the experimental group indicates that the experimental method of teaching written composition was more successful than the traditional method. (Author/JB)

ED 031 486 TE 001 478

Barron, Bennie George

An Investigation of the Effect of Videotape and Micro-Teaching Technique on "Openness" in Students Enrolled in an Elementary Language Arts Methods Course.

Pub Date 67

Note—151p.; Ed.D. Dissertation, University of Southern Mississippi.

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 68-2926, MF \$3.00, Xerography \$7.20)

Document Not Available from EDRS.

Descriptors—Education Courses, Elementary Education, English Instruction, Laboratory Training, *Language Arts, *Methods Courses, *Microteaching, *Teacher Education, Teacher Education Curriculum, Video Tape Recordings

Forty-two university students enrolled in an elementary school language arts methods course were randomly assigned to one of three treatment groups: (1) regular instruction supplemented by micro-teaching technique and videotape, (2) regular instruction supplemented by classroom observation in the public schools, and (3) regular instruction supplemented by the assignment to compile a non-annotated bibliography on language arts. The students' growth in "openness" was measured by the Teacher Problems Q-sort test. Results indicated that only the group participating in micro-teaching experienced a positive and significant growth in openness. The following recommendations were offered: (1) Provide for inclusion of a Micro-Teaching Laboratory in teacher preparation programs. (2) Increase dimensions of research by designing the Laboratory to allow an increased number of lessons to be taught by participants. (3) Provide sufficient videotape to enable storage of all micro-lessons. (Author/LK)

ED 031 487 TE 001 479

Bowdidge, John Stephens

The Influence of Tape-Recorded Listening Lessons and "Listening-Motivation" Bulletins upon the Listening Ability of High School Students.

Pub Date 67

Note—336p.; Ph.D. Dissertation, University of Missouri at Kansas City.

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 68-3569, MF \$4.30, Xerography \$15.30)

Document Not Available from EDRS.

Descriptors—Audiolingual Skills, Auditory Training, *Aural Learning, Listening, Listening Comprehension, Listening Habits, *Listening Skills, *Oral Communication, Secondary School Students, Socioeconomic Influences, *Tape Recordings, *Teaching Methods

This study tested which, if any, of three listening training methods would make a significant difference in the listening ability of high school students. From 17 public and parochial schools in the greater Kansas City, Missouri, area, 615 students were selected and pre- and post-tested with alternate forms of a "cloze" listening test devised by the experimenter. The 316 control subjects received no training, and approximately 100 students were enrolled for a 6-week period in each of three experimental training methods: (1) 16 tape-recorded listening lessons utilizing the same voice as that on the tape-recorded pre- and post-tests, (2) 16 tape-recorded listening lessons utilizing a variety of voices, none of which were on the pre- or post-tests, and (3) 16 1-minute tape-recorded "listening motivation" bulletins. Conclusions were that (1) training can significantly in-

crease the listening ability of high school students, (2) all listening training methods are not equally effective, (3) a variety of voices increases listening training effectiveness, (4) mere admonitions ("listening motivation" bulletins) are ineffective, and (5) socioeconomic status and grade level appear to affect listening ability. (Author/LH)

ED 031 488

TE 001 481

Crisp, Raymond D. And Others

KWIC-Index Bibliography of Selected References on the Preparation of Secondary School English Teachers.

Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), Urbana.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0789

Pub Date Jul 69

Contract—OEC-5-10-029

Note—144p.

Available from—Raymond D. Crisp, NCTE, 508 So. Sixth St., Champaign, Ill. 61820 (on loan)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Bibliographies, Culturally Disadvantaged, *English Education, English Instruction, Grammar, Language Usage, *Permutated Indexes, Preservice Education, Rhetoric, *Secondary School Teachers, *Teacher Education

Identifiers—Project English

This 906-item bibliography was developed to explore the possibility of using a Key-Word-in-Context (KWIC) index to retrieve references in English Education. Although the emphasis of the bibliography is on English teacher preparation, a few items in such areas as grammar, rhetoric, and usage are included, primarily to explore the capabilities of the KWIC index. The references in the bibliography are listed sequentially by accession number, and access to the references is by way of the KWIC-index or author index. Appendices include a taxonomy of English Education and a "Bibliography of ISCPET Reports and Materials." [Not available in hard copy due to marginal legibility of original document.] (Author)

ED 031 489

TE 001 484

Elementary Language Arts Curriculum Outline.

Hawaii State Dept. of Education, Honolulu.

Pub Date Dec 67

Note—31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—Beginning Reading, *Communication Skills, Composition (Literary), Composition Skills (Literary), Creative Writing, *Elementary Education, English Curriculum, *English Instruction, Expository Writing, *Language Arts, Listening Skills, Literature, Primary Education, Reading Skills, Speaking Activities, Speech, *State Curriculum Guides, Study Skills

Identifiers—Hawaii

This curriculum outline reflects the current program in elementary language arts in the more exemplary classrooms in Hawaii. The program is described under four headings—reading, writing, literature, and speech. For reading and writing, individual skills to be mastered are listed for both lower and upper elementary grades. For literature, general goals are listed for both elementary levels. The speech program covers listening and speaking, and each subsection is divided into three grade levels: kindergarten, primary, and upper elementary. For each level, "skills," "oral language experiences," and "expected outcomes" are stated. Some of the skills covered include word perception, interpretation, oral and silent reading, self expression in practical writing, kinds of written expression, listening to follow directions, and learning to explain and give simple directions. (LH)

ED 031 490

TE 001 486

Carrough, Winfield

A Cockroach in the Curriculum.

Pub Date Nov 68

Note—5p.

Journal Cit—Educators Guide to Media & Methods; v5 n3 p46-9 Nov 1968

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*American Culture, Characterization (Literature), Comedy, *English Instruction, Fables, Figurative Language, *Literature, Metaphors, *Poetry, *Satire, Secondary Education, Twentieth Century Literature

"Archy and Mehitabel," a collection of 48 newspaper columns by Don Marquis on the aspirations and foibles of man, can be used effectively to spark the interests of today's students. Marquis' delightful dialogue between the humorous and learned cockroach, Archy, and his cliché-ridden but lovable friend, Mehitabel the cat, are written in free verse. Archy, a frustrated artist and self-styled revolutionary muses elaborately on his own fate and comments on the peculiarities and pretenses of his fellow creatures. Archy's messages are heavy with literary and historical allusions. His writings range from angry outbursts on poverty through practical comments on the art-versus-utility theme to satirical references on middle-aged mothers of today. This little cockroach can entertain students of all ages and encourage them to continue grappling with today's problems. (JB)

ED 031 491

TE 001 487

Ouchi, Shizuko

Elementary English Language Arts Program in Transition.

Pub Date Oct 68

Note—4p.

Journal Cit—Hawaii Schools; v5 n2 p6-7,9 Oct 1968

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Applied Linguistics, *Beginning Reading, *Curriculum Development, Elementary Education, Elementary School Curriculum, English Education, *English Instruction, Language Arts, Literature, *Literature Appreciation, *Oral Communication, Reading, Reading Development, Reading Instruction, Speech Education

The Hawaii Department of Education initiated a Programming-Planning-Budgeting System in the English Language Arts to improve student skills in reading, speaking, listening, writing, and literature appreciation. Specialists in Language Arts and Speech Education planned a program that would begin in first grade and concentrate on three target areas—oral language, linguistically-based reading instruction, and literature. Oral language was chosen because of the view that competency in oral language should take precedence over other language skills. Considered as almost parallel in importance was a beginning reading program that emphasized reading as a decoding process and that used a linguistic reader series. For the third target area, the appreciation of literature, an elementary literature program modeled on the one developed by the Curriculum Center of the University of Nebraska was planned, using both core and supplementary books. A basal reader program was also instituted to supplement the literature program and to improve essential reading skills. Methods of providing communication about the new curriculum and in-service teacher training were developed. This transitional program will be in effect until the Hawaii Curriculum Center completes materials for state-wide use. (JM)

ED 031 492

TE 001 490

Hawaiiana Books for Boys and Girls.

Hawaii State Dept. of Education, Honolulu.

Pub Date Nov 67

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Annotated Bibliographies, *Children's Books, *Culture, Folk Culture, Hawaiian, *History, *Legends

Identifiers—Hawaii

This annotated bibliography lists over 200 publications organized under the following headings: (1) Hawaii Yesterday and Today, (2) Hawaii in Story and Legend, (3) Living in Hawaii, and (4) Famous Hawaiians. Appropriate to both elementary and secondary students, the entries range, in type, from travelogues to novels and, in subject, from Hawaiian archeology to Hawaiian cuisine. (MP)

ED 031 493

TE 001 491

Pennington, Donald R.

A Nation-Wide Survey of the Supervision of English Student Teaching in Colleges and Universities. Interim Report.

Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), Urbana.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0789

Pub Date 6 Jun 69

Contract—OEC-5-10-029

Note—67p.

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—*College Supervisors, *Cooperating Teachers, *English Instruction, Practicum Supervision, Preservice Education, *Student Teaching, Teacher Attitudes, *Teacher Education, Teacher Educators, Teacher Supervision, Teaching Conditions, Teaching Load

Identifiers—Project English

To survey current secondary school practices in the supervision of student teachers of English, ISCPET sent out questionnaires on this and other aspects of the student teaching program to 837 U. S. colleges and universities that prepare English teachers. Four aspects of English student teaching programs were emphasized in the survey—arrangements and facilities for student teaching, selection and duties of cooperating teachers, responsibilities of college supervisors, and attitudes of college and secondary school personnel toward the supervision program. Respondents were also asked to indicate what they believed to be the "ideal" practice. After the data from 465 respondents were received, tabulated, and analyzed, those areas in which current practices deviated statistically from ideal practices were determined, and recommendations for the improvement of supervisory programs of student teaching in English were made. (Tables indicating the qualities and conditions of present student teaching supervision practices and other aspects of the student teaching program are included.) (Author/JB)

ED 031 494

TE 001 493

Nunes, Shiko

The Hawaii English Project: Brave New Venture.

Pub Date Nov 67

Note—5p.

Journal Cit—Hawaii Schools; v4 n3 p14-17 Nov 1967

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—*Curriculum Design, *Curriculum Development, Curriculum Planning, Educational Innovation, *Educational Objectives, Educational Philosophy, Educational Theories, *English Curriculum, English Education, *English Instruction, English Programs, Language Instruction, Language Role, State Curriculum Guides, Student Role, Teacher Education

Identifiers—Hawaii Curriculum Center

The Hawaii English Project, the first major developmental task of the Hawaii Curriculum Center sponsored jointly by the University of Hawaii and the Hawaii Department of Education, was set up to prepare and test an English curriculum (K-12) and to develop a plan for the curriculum's establishment throughout the state. At the center of the projected curriculum is the theory that a school should be a microcosm of the world of knowledge and that the curriculum of the school should be a deliberately selected set of disciplines to be mastered. Also fundamental to this curriculum is the concept of private man and public man and the roles of language and literature in shaping man's relationship to himself, society, and the world. Other concepts that affect the curriculum design are a definition of English as consisting of language and literature, the belief that a student should be able to account for himself in the symbol system he has inherited, a high regard for individuality, and a belief that the child must recognize his responsibilities for shaping the quality of learning. Plans for teacher preparation and in-service education to utilize the new curriculum are being developed through experiences with university courses, NDEA institutes, workshops, and on-school-time training. (LH)

ED 031 495

TE 001 494

Gleason, Marian, Ed.

Censorship. [A Symposium]

New England Association of Teachers of English, Burlington, Vt.

Pub Date May 69

Note—47p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 17136, \$1.00)

Journal Cit—The Leaflet; v68 n2 p3-47 May 1969

Document Not Available from EDRS.

Descriptors—*Censorship, *English Instruction, *Literature, Opinions, *Reading Material Selection, *Secondary Education, Student Opinion, Textbook Content, Textbook Evaluation

These 12 articles on censorship in the schools comprise a collection of "representative opinions expressed by concerned individuals"—professors, teachers, school administrators, clergy, high school students, a publisher, and a spokesman for the National Education Association. The essays range in viewpoint from a traditional belief in the prerogative of the censor to select and edit materials to the position that censorship should be abolished. Topics include the effect of censorship in the schools, the kinds of literature that teachers should teach, the role of the censor in selecting educational materials, and the social history of free expression. (MP)

ED 031 496

TE 001 496

Golub, Lester S.

A Model for Teaching Composition.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Pub Date Feb 69

Note—13p.; A paper presented at the annual meeting of the American Educational Research Association, February 5-8, 1969, Los Angeles, California.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Composition (Literary), Composition Skills (Literary), Creative Activities, Creative Expression, Creative Writing, *English Instruction, *Oral Expression, Secondary Education, *Speaking Activities, Teaching Methods, *Teaching Models, Teaching Procedures, Verbal Stimuli, Visual Stimuli

The primary goal for teachers of English composition is to help students achieve a competent oral and written style compatible with their own environment, age, sex, and socioeconomic background. To help students express their thoughts and perceptions clearly and logically, teachers should (1) exhibit a positive attitude toward writing; (2) provide a variety of stimuli for written and oral expression, such as photographs, movies, student narration, works of art, or current social problems; (3) accompany the stimuli with problems devised to generate creative thinking; (4) give students every opportunity to participate in oral and written language experiences through discussion in the classroom; and (5) utilize oral discourse as a means to improve written composition. The key factor in improving student writing is oral discussion. In an experiment with 112 ninth-graders divided into two groups, those who took part in oral language activities showed improvement in written composition over those who did not at the .01 level of significance. (MP)

ED 031 497

TE 001 497

Jacobs, Paul H. Evans, William H.

Illinois Tests in the Teaching of High School English. Interim Report.

Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), Urbana.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0789

Pub Date Jun 69

Contract—OEC-5-10-029

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—*Educational Testing, English Education, *English Instruction, Evaluation Criteria, Item Analysis, National Competency Tests, Preservice Education, *Secondary School Teachers, Teacher Education, *Teacher Evaluation, Teacher Qualifications, *Test Construction, Tests, Test Validity

Identifiers—*Illinois Tests in the Teaching of High School Engl, Project English

The purpose of this research project was to develop, administer, evaluate, and revise a set of tests which would effectively measure the academic and professional knowledge about English and the teaching of English possessed by prospective secondary school English teachers. The battery of tests was to consist of four parts covering knowledge of language, knowledge and attitude in written composition, knowledge and skill in literature, and knowledge and skill in the teaching of English. The researchers determined content and developed a pool of items for each test. With the help of experts in English, English education, and testing, preliminary drafts of the tests were written, revised, edited, and supplemented with a test administrator's manual. The tests and manual were field-tested at four ISC-

PET institutions. Field test results and the suggestions of 50 national experts in English and in teaching high school English were used to revise the tests again. The resulting instrument was the "Illinois Tests in the Teaching of High School English." The researchers concluded that the tests and manual, after further national testing and standardization, would be effective in measuring the degree of preparation of prospective high school English teachers. (No test is included.) (LH)

ED 031 498

TE 001 498

McGuire, George K.

The Teaching of Reading by English Teachers in Public High Schools: A National Survey. Interim Report.

Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), Urbana.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0789

Pub Date Jun 69

Contract—OEC-5-10-029

Note—96p.

EDRS Price MF-\$0.50 HC-\$4.90

Descriptors—*English Instruction, Preservice Education, Reading, Reading Difficulty, Reading Improvement, *Reading Instruction, *Secondary School Teachers, Self Evaluation, Teacher Attitudes, Teacher Background, *Teacher Education, Teacher Evaluation, Teacher Improvement, *Teacher Responsibility, Teaching Methods

Identifiers—Project English

Focusing on the teaching of reading, this study investigated the educational preparation, teaching practices, and personal attitudes of English teachers in public high schools throughout the United States. Questionnaires were mailed to 2004 randomly selected secondary school members of the National Council of Teachers of English. Results from a 60% response indicated that (1) a large majority of teachers in the sample felt a need for teaching reading in high school and accepted this responsibility, (2) most teachers who gave reading instruction felt inadequately prepared to teach reading, (3) teachers' preparation for teaching reading has not significantly improved in recent years, and (4) better prepared teachers used more recommended reading practices and noted their own effectiveness in teaching reading more favorably than did those less well-prepared. (Author/MP)

ED 031 499

TE 001 499

Neville, Margaret M. Papillon, Alfred L.

Advanced Composition in the Preparation of Prospective Secondary School English Teachers. Interim Report.

Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), Urbana.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0789

Pub Date May 69

Contract—OEC-5-10-029

Note—31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—*Composition (Literary), Educational Improvement, *English Education, English Instruction, Measurement Instruments, *Preservice Education, Secondary Education, *Secondary School Teachers, Teacher Education, *Teacher Education Curriculum, Teacher Qualifications

Identifiers—Project English

A study to learn if a special course on teaching composition to high school students would affect the classroom competence of prospective English teachers was conducted. An experimental group of 36 future English teachers at DePaul University was compared with a control group of 36 similar students at Loyola University, a school with a parallel English Education program. The independent variable was the special composition course taught at DePaul. The two test instruments developed to measure the effect of the special course were the "Examination in English Composition for Secondary School English Teachers" and the "Scale for Rating Teaching of English Composition." Although the tests revealed no statistically significant performance differences between the two groups, the experimental group, which was below the control group

in English grade point total, did as well as its counterpart. The equal test scores apparently resulted from the small sample involved and the complexities of administrative arrangements for the experiment. Since the experimental group improved more than the control group, the inference is that a special course on teaching English composition in the high school classroom would be beneficial for the prospective English teacher. (Author/MP)

ED 031 500

TE 001 500

Pearson, Justus R., Jr. Reese, James Robert

Project Grammar: The Linguistic and Language Preparation of Secondary School Teachers of English. Interim Report.

Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), Urbana.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0789

Pub Date Mar 69

Contract—OEC-5-10-029

Note—72p.

EDRS Price MF-\$0.50 HC-\$3.70

Descriptors—Applied Linguistics, *Curriculum Evaluation, Education Majors, *English Education, *English Instruction, Grammar, Language Instruction, *Linguistics, Preservice Education, Secondary Education, *Teacher Education, Teacher Education Curriculum, Teacher Educators, Teacher Improvement, Teaching Skills

Identifiers—Project English

A 2-year national study of the preparation of prospective English and linguistics secondary school teachers was conducted to determine current opinions on the present preparation of English teachers, ways of improving this preparation, and methods to pedagogically order and present linguistic material. Data were gathered and tabulated from (1) a questionnaire survey sent to professors and department heads in existing English education programs in colleges and universities whose student enrollment exceeded 300, and (2) personal interviews with linguists and directors of English curriculum study centers. Results revealed that (1) existing programs in teacher education are considered to be inadequate for classroom practice, (2) department chairmen, professors, and linguists disagree as to the number and content of required courses but agree that students interested in teaching English should take at least one three-semester sequential language course specifically designed for prospective English teachers, and (3) educators feel that college courses should make students aware of methods of linguistic analysis and offer practical application of linguistics principles to emphasize the breadth of language study. (Author/MP)

ED 031 501

TE 001 506

Donelson, Kenneth L., Ed.

Of the Report of the Questionnaire Study of English Teaching Conditions in Arizona.

Arizona English Teachers Association, Tempe.

Pub Date Apr 69

Note—4p.

Journal Cit—The Arizona English Teachers Association Newsletter; n11 p1-4 Apr 1969

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Classroom Materials, Class Size, English Curriculum, *English Instruction, Instructional Aids, School Size, Student Teacher Ratio, *Teacher Background, Teacher Certificates, Teacher Education, Teacher Experience, *Teacher Qualifications, Teachers, *Teaching Conditions, *Teaching Load, Women Teachers

Identifiers—*Arizona

Teachers in Arizona were surveyed by questionnaire to determine the present quality of English instruction and to prepare a profile of English teachers and English teaching in the state. Returns were received from 81 of 113 schools surveyed (647 of 1026 teachers). Information obtained on English teachers indicated that (1) 41% of the English teachers are men, (2) 50% are under 35, (3) 47% have bachelor's degrees, 52% have master's degrees, and 1% have doctoral degrees, (4) 62% were educated in Southwestern colleges, (5) only 9% have neither an English major nor minor, and (6) median teaching experience was 4 to 7 years. Information on teaching conditions included the following points: (1) Classes are too large, median daily pupil contact being between 126 and 145. (2)

The median number of English classes per day is five with an average of 29 students per class. (3) The median number of essays written by students per year is 16 to 20. (4) 40% of teachers work 6-10 hours per week outside of school time. (5) 45% share their classrooms. (6) Few have clerical or student help. (7) The use of hardbound composition books and paperback books for literature is increasing. (8) Small and medium-sized schools challenge larger ones in quality of available English offerings, reading programs, and education for slow students. (LH)

ED 031 502 24 TE 001 507

Guthrie, John T. Baldwin, Thelma L.
Effects of Discrimination, Grammatical Rules and Application of Rules on the Acquisition of Language Concepts in Children. Report No. 45.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1610-45

Pub Date Jul 69

Grant—OEG-2-7-061610-0207

Note—42p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—Auditory Discrimination, Cognitive Measurement, *Cognitive Processes, *Concept Formation, Concept Teaching, Disadvantaged Youth, Discrimination Learning, Grammar, *Language Usage, *Learning Processes, Learning Theories, *Linguistic Performance, Non-standard Dialects, Rote Learning, Social Dialects

The occurrence of the two allomorphs of the indefinite article in standard English ("a" before nouns or noun clauses beginning with consonant sounds and "an" before those beginning with vowel sounds) is a concept similar to those studied in the general concept formation paradigm. The acquisition of this grammatical concept was examined using 80 inner-city Negro fifth-graders. Results indicated that (1) learning the sound differences between instances and non-instances of the concept had no effect on subjects learning to effectively use instances of the concept orally; (2) learning to verbalize the grammatical rule which governs the concept did not facilitate concept formation; (3) training on the application of the verbalized rules strongly facilitated the acquisition of the ability to produce instances of the concept (p. 001). The application training was superior to rule learning for low IQ but not for high IQ subjects. The ability to produce instances of the concept did not affect the ability to produce sentences containing instances of the concept. (Author/LH)

ED 031 503 TE 001 512

Donelson, Kenneth L.
A Brief Note on Censorship and Junior High Schools in Arizona: 1966-68.

Pub Date Apr 69

Note—6p.

Journal Cit—Arizona English Bulletin; v11 n3 p26-30 Apr 1969

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Academic Freedom, Administrator Attitudes, Booklists, *Censorship, English Instruction, *Junior High Schools, Moral Issues, Reading Materials, *Reading Material Selection, School Community Relationship, *School Policy, Secondary School Teachers, Teacher Attitudes, *Teaching Conditions

Identifiers—*Arizona

Information on censorship problems in Arizona junior high schools (grades 7-8) was gathered through a questionnaire survey of 50 English teachers in 39 schools. (See also ED 026 396 for information on high school censorship problems in Arizona.) Statistical data were collected on the number of schools, teachers, and books involved in direct or indirect censorship; the outcomes of censorship cases; the educational backgrounds of teachers; school policies in handling objections to books; and the degree to which teachers felt censorship was a problem in their individual communities and in the state. Teachers' written comments on censorship and a list of books, together with the specific objections to the books, were obtained. Implications drawn from the survey were (1) censorship definitely exists as a problem in junior high schools, but most books were defensible; (2) too few junior high schools have written policies for handling censorship; (3) many teachers felt that administrators would not sup-

port them in censorship cases; and (4) most junior high school English teachers are aware of censorship dangers but tend to believe that censorship happens only to others. (LH)

ED 031 504 TE 001 515

Burroughs, Franklin Tezer, Phyllis
A Response to Major Problems in Second-Language Teaching.

Pub Date 68

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Ability Grouping, *English Instruction, *Grouping (Instructional Purposes), Grouping Procedures, *Heterogeneous Grouping, *Homogeneous Grouping, Language Instruction, Student Grouping, Student Reaction, Teacher Morale

Twenty teachers of English in Iran Girls' College (Tehran) grouped students homogeneously to attack the problem of overcrowded classes of students with diverse abilities and achievement levels. Hopefully, pupils would identify with their groups and strive competitively for greater proficiency in the English language. School personnel and facilities, available class hours, the means of grouping, and the emotional reactions of the students were considered preparatory to the development of guidelines for grouping. It was determined that students would be placed in particular groups on the basis of final grades in previous courses. Also, teachers agreed that it was important for the students to maintain a balance between self-confidence and awareness of weaknesses in language. The results of the experiment, however, were largely unfavorable. Homogeneous grouping appeared to be profitable with advanced groups; but, with less advanced groups, the morale of the teachers and the students was negatively affected and learning was retarded. Perhaps the use of both heterogeneous and homogeneous grouping techniques would effect a better learning situation. (LK)

ED 031 505 24 TE 499 925

Rieselbach, Leroy N.

The Behavioral Approach to the Study of Politics: An Overview. Occasional Paper No. 3.

Indiana Univ., Bloomington. High School Curriculum Center in Government.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0643

Pub Date May 69

Contract—OEC-6-10-274

Note—81p.

EDRS Price MF-\$0.50 HC-\$4.15

Descriptors—American Culture, *American Government (Course), *Behavioral Sciences, Behavior Patterns, Behavior Theories, Citizen Role, *Civics, Curriculum Development, Leadership, Political Issues, *Political Science, Political Socialization, Psychology, Secondary Education, Social Sciences, *Social Studies, Social Systems, Sociology

Prepared by the Indiana University High School Curriculum Center in Government, this paper presents a brief but comprehensive introduction to the main characteristics of a behavioral approach to American politics. The first of four parts sets forth assumptions and requirements implicit in a behavioral approach and elucidates the relationship between science, political science, and political behavior. The second part explains one formulation of a behavioral perspective—the "field approach"—which conceives of the individual as a biological and human entity existing within social and cultural environments. The third part suggests how the field approach can make the political behavior of the American citizen more intelligible by emphasizing the relevance of four factors: political culture, sociology, psychology, and socialization. The fourth part applies the same four categories of the field approach to the behavior of political leaders, both formal and informal. (See TE 499 926 for a description of the Center's experimental course in American political behavior.) (LH)

ED 031 506 24 TE 499 926

Mehlinger, Howard D.

The Study of American Political Behavior. An Occasional Paper.

Indiana Univ., Bloomington. High School Curriculum Center in Government.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0643

Pub Date Dec 67

Contract—OEC-6-10-274

Note—77p.

EDRS Price MF-\$0.50 HC-\$3.95

Descriptors—*American Government (Course), *Civics, Course Evaluation, Course Objectives, Course Organization, Curriculum Design, *Curriculum Development, Experimental Curriculum, Government Role, Political Issues, *Political Science, Secondary Education, Social Sciences, *Social Studies, Social Systems

This progress report, issued by the Indiana University High School Curriculum Center in Government, attempts to make clear the Center's position on certain issues in social studies curriculum development and the rationale behind these positions. The paper's first section considers complaints about present government courses and examines existing assumptions regarding (1) the process by which American youngsters are socialized into the political culture, (2) the role in political education of high school civics and government courses, (3) the purposes and goals of experimental curriculum development projects in government, and (4) the selection of specific course content. The second section, "A Course in American Political Behavior," describes the essential characteristics of an experimental two-semester course in civics and government: the structure of the discipline, the concepts and values of the course, and the inquiry skills to be developed in the students. The actual course is still under development. (MP)

ED 031 507 24 TE 499 928

Keyes, Nelson

A Study of the Values of Original Composition in the Training of Public School Music Teachers. Final Report.

Kansas State Teachers College, Emporia.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-F-023

Pub Date Mar 69

Grant—OEG-6-8-008023-0002-057

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—*Creative Development, *Music, Music Activities, *Musical Composition, Music Appreciation, *Music Education, Musicians, Music Theory, Summer Workshops, *Teacher Education, Teaching Methods

This study tested the following hypothesis: that the study of original music composition confers benefits on the college music student which he would not ordinarily receive from the undergraduate music program, and that such study would therefore be a valuable addition to a music curriculum. Seven participants at a 3-week workshop in composition held at Kansas State Teachers College in the summer of 1968 took part in a brief, intensive composition course at a level commensurate with their ability and experience. Their completed works were performed by competent players and discussed by the workshop director, the students, and two composers. Evaluation sessions about the values of the composition study were held at the end of the workshop, and the following February, each participant completed a questionnaire rating his own growth, as a result of the workshop, in 10 specified musical areas. These discussions and questionnaire replies supported the original hypothesis, especially in the areas of understanding the essential nature of music and the creative process. Opinion was divided on making composition a requirement in the music curriculum: some participants recommended removing present requirements to accommodate a composition course, while others felt the course should remain optional. (Author/LH)

ED 031 508 TE 500 315

Lewis, Robert W., Jr.

A Garland of Ratings, or, Just Try to Know Thyself.

National Council of Teachers of English, Champaign, Ill.

Pub Date May 64

Note—4p.

Journal Cit—College English; v25 n5 p587-590 May 1964

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*College Teachers, Effective Teaching, *English Instruction, Performance Criteria, Performance Factors, Personality Assessment, Student Attitudes, *Student Opinion,

Student Reaction, Student Teacher Relationship, Success Factors, Task Performance, Teacher Attitudes, Teacher Behavior, Teacher Characteristics, *Teacher Evaluation, *Teacher Rating, Teaching Quality, Teaching Skills

Excerpts from college students' ratings of their English instructor are presented along with some remarks about the usefulness of such ratings. Students' replies were concerned with the instructor's (1) knowledge of and interest in his subject matter, (2) effectiveness with explanation, (3) annoying mannerisms and eccentricities, (4) bias, (5) fairness in correction and grading, (5) honesty, (6) condescension, (7) prospects for recommendation or choice of another course, and (8) contribution to the courses. (AF)

ED 031 509 TE 500 480

Marder, Louis

Teaching Shakespeare: Is there a Method?

National Council of Teachers of English, Champaign, Ill.

Pub Date Apr 64

Note—9p.

Journal Cit—College English; v25 n4 p479-487 Apr 1964

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Biographies, Classroom Techniques, Creative Teaching, Discussion (Teaching Technique), Drama, Dramatic Play, Educational Objectives, Effective Teaching, *English Instruction, *English Literature, History, *Instructional Design, *Instructional Improvement, Literary Analysis, Poetry, Symbols (Literary), Teaching Skills, Teaching Styles, *Teaching Techniques

Identifiers—Shakespeare

A number of techniques applicable to the teaching of Shakespeare are described with some illustrations from the author's own teaching experience. Analysis of dramatic structure receives significant attention with equal space devoted to the Gustav Freytag formula and the author's own technique. Literary, dramatic, social, and personal goals in the teaching of Shakespeare are identified. The inclusion of historical and biographical materials is also discussed. (AF)

ED 031 510 TE 500 561

Sherr, Paul C.

The Threatened Teacher Syndrome.

Association of Departments of English, New York, N.Y.

Pub Date May 69

Note—6p.

Journal Cit—ADE Bulletin of the Association of Departments of English; n21 p32-37 May 1969

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Administrative Problems, Administrator Role, College Administration, *College Teachers, *Department Directors (School), Effective Teaching, Grading, *Problem Solving, Student Attitudes, Student Opinion, *Student Problems, Student Reaction, Student Teacher Relationship, *Teacher Administrator Relationship, Teacher Behavior, Teacher Evaluation, Teacher Responsibility, Teacher Supervision

A discussion of suggested techniques to be used by college department chairmen in handling teacher problems that develop annually during the second week of the semester, just before the release of the mid-semester grades, and prior to and following the final grading period, treats a number of real or imagined difficulties involving students in the classroom and grading disagreements with students, their parents, and other departments. (AF)

ED 031 511 TE 500 564

A Proposal for the Establishment of an English Ph.D. Program Beginning 1970-71 at the University of Idaho (Moscow).

Association of Departments of English, New York, N.Y.

Pub Date 69

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Degree Requirements, *Doctoral Programs, English, *English Programs, Graduate Study, Higher Education, *Library Surveys, Masters Degrees, Program Content, Program Costs, Program Planning, *Program Proposals

Identifiers—University of Idaho

For a 1969 report on graduate programs in English, the Association of Departments of English obtained information from chairmen or directors of graduate studies in English at 223 institutions.

This document contains some of the information collected for the full report (available through ERIC as "Graduate Programs in English: A 1969 Report" by Bonnie E. Nelson). The not yet accepted proposal for a doctoral program at the University of Idaho contains five chapters: (1) Improvement of Library Resources, (2) Improvement of Faculty Resources, (3) The English Ph.D. Program in American Literature and English Renaissance Literature, (4) Improvement of Graduate Course Offerings, and (5) Improvement of the Existing M.A. Program. Attachments and appendixes include a 1960-1964 survey of Ph.D. English departments, a survey of library holdings, and suggested budget allocations. (BN)

ED 031 512 TE 500 565

Descriptions of Graduate Programs in English at Miami University (Oxford), the University of Wisconsin (Milwaukee), Virginia Polytechnic Institute, Illinois State University, and DePauw University.

Association of Departments of English, New York, N.Y.

Pub Date 69

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—*Degree Requirements, *Degrees (Titles), Doctoral Degrees, Doctoral Programs, English, English Instruction, *English Programs, *Graduate Study, Masters Degrees, Program Content, *Program Descriptions

Identifiers—DePauw University, Illinois State University, Miami University of Ohio, University of Wisconsin, Virginia Polytechnic Institute

For a report on graduate programs in English, the Association of Departments of English obtained information from chairmen or directors of graduate study in English at 223 institutions. This document contains some of the information collected for the full report (available through ERIC as "Graduate Programs in English: A 1969 Report" by Bonnie E. Nelson). Requirements for the Master of Arts, the Master of Arts in Teaching, and the Doctor of Philosophy degrees at Miami University are briefly described. A graduate English brochure at the University of Wisconsin outlines the requirements for the Master of Arts, Doctor of Philosophy, and Master of Science in English and Education degrees. Parts Three and Four contain detailed descriptions of the masters degree requirements at Virginia Polytechnic Institute and Illinois State University. In Part Five the masters degree requirements at DePauw University are briefly described. (BN)

ED 031 513 TE 500 567

Descriptions of the Graduate Programs in English at the University of Iowa, Texas Technological College, and the University of Oregon (Eugene).

Association of Departments of English, New York, N.Y.

Pub Date 69

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—*Degree Requirements, *Degrees (Titles), Doctoral Degrees, Doctoral Programs, English, English Instruction, *English Programs, *Graduate Study, Masters Degrees, Program Content, *Program Descriptions

Identifiers—Texas Technological College, University of Iowa, University of Oregon

For a 1969 report on graduate programs in English, the Association of Departments of English obtained information from chairmen or directors of graduate study in English at 223 institutions. This document contains some of the information collected for the full report (available through ERIC as "Graduate Programs in English: A 1969 Report" by Bonnie E. Nelson). Departmental information supplied to students at the University of Iowa describes: (1) Ph.D. with a Concentration in Modern Letters, (2) Program of Comparative Literature, (3) Graduate Study in Literary Criticism, (4) Teaching English in the 2-year College, and (5) Qualification Procedures. The requirements for the doctoral degree at Texas Technological College are described in the second portion. Part Three contains two brochures describing the masters and doctoral degrees at the University of Oregon. (BN)

ED 031 514 TE 500 569

Future Ph.D. Programs in English at Boston College and Memphis State University.

Association of Departments of English, New York, N.Y.

Pub Date 69

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—*Degree Requirements, Degrees (Titles), *Doctoral Programs, English, *English Programs, *Graduate Study, Program Content, Program Planning, *Program Proposals

Identifiers—Boston College, Memphis State University

For a 1969 report on graduate programs in English, the Association of Departments of English, obtained information from chairmen or directors of graduate study in English at 223 institutions. This document contains some of the information collected for the full report (available through ERIC as "Graduate Programs in English: A 1969 Report" by Bonnie E. Nelson). Part One is an outline of a 4-year Ph.D. program to be offered in 1969 at Boston College. Part Two contains a proposal for a Memphis State University Ph.D. program which is designed to be completed no later than five years after the M.A. (BN)

ED 031 515 TE 500 571

A Handbook for Graduate Students at the University of British Columbia.

Association of Departments of English, New York, N.Y.

Pub Date 67

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Degree Requirements, Degrees (Titles), *Doctoral Degrees, Doctoral Programs, English, English Instruction, *English Programs, Graduate Students, *Masters Degrees, Program Content, *Program Descriptions

Identifiers—Canada, University of British Columbia

For a 1969 report on graduate programs in English, the Association of Departments of English obtained information from chairmen or directors of graduate study in English at 223 institutions. This document contains some of the information collected for the full report (available through ERIC as "Graduate Programs in English: A 1969 Report" by Bonnie E. Nelson). The handbook for students at the University of British Columbia contains information on prerequisites, admission, and requirements for the masters and doctoral degrees. A Masters Reading List comprises the appendix. (BN)

ED 031 516 TE 500 572

Descriptions of Graduate Programs in English at the University of Wisconsin (Madison), the University of Cincinnati, the University of North Carolina (Chapel Hill), and the University of Illinois (Urbana).

Association of Departments of English, New York, N.Y.

Pub Date 69

Note—31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—*Degree Requirements, Degrees (Titles), *Doctoral Degrees, Doctoral Programs, English, English Instruction, *English Programs, Graduate Study, *Masters Degrees, Program Content, *Program Descriptions

Identifiers—University of Cincinnati, University of Illinois, University of North Carolina, University of Wisconsin

For a 1969 report on graduate programs in English, the Association of Departments of English obtained information from chairmen or directors of graduate study in English at 223 institutions. This document contains some of the information collected for the full report (available through ERIC as "Graduate Programs in English: A 1969 Report" by Bonnie E. Nelson). In Part One the masters and doctoral degree requirements at the University of Wisconsin are briefly described. Part Two, entitled "A Guide to the Graduate English Program at the University of Cincinnati," discusses the masters and doctoral degrees offered by the English department. Departmental information given graduate English students provides brief descriptions in Parts Three and Four of the masters and doctoral degrees at the University of North Carolina and the Master of Arts in Teaching, the Master of Arts, and the Doctor of Philosophy degrees at the University of Illinois. (BN)

ED 031 517 TE 500 575

Descriptions of Graduate Programs in English at Pennsylvania State University (University Park) and the University of Tennessee.

Association of Departments of English, New York, N.Y.
Pub Date 69

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—*Degree Requirements, Degrees (Titles), *Doctoral Degrees, Doctoral Programs, *English, English Instruction, English Programs, Graduate Study, *Masters Degrees, Program Content, *Program Descriptions, Teacher Education

Identifiers—Pennsylvania State University, University of Tennessee

For a 1969 report on graduate programs in English, the Association of Departments of English obtained information from chairmen or directors of graduate study in English at 223 institutions. This document contains some of the information collected for the full report (available through ERIC as "Graduate Programs in English: A 1969 Report" by Bonnie E. Nelson). The major portion of the document consists of a "Graduate Student Handbook" given to masters and doctoral candidates at the Pennsylvania State University. The final section contains a brochure describing the Master of Arts, the Doctor of Philosophy, and the Master of Arts in College Teaching degrees at the University of Tennessee. (BN)

ED 031 518 UD 000 120

Seidel, Harry Edward, Jr.

Contrast of Attitudes, Goals, Achievements, and Educational Needs of Adolescents Attending the Same High School in Two Adjacent Appalachian Towns of Differing Economic and Cultural Characteristics.

Pub Date 68

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Academic Achievement, *Aspiration, Community, Community Characteristics, Comparative Analysis, Disadvantaged Youth, Employment, *Family Characteristics, *Family Life, Government (Administrative Body), *High School Students, Interviews, Peer Groups, Religion, Social Characteristics, Social Differences, *Student Attitudes, Tables (Data)

Identifiers—Appalachia, Pennsylvania, Valley City, Western County

"This study was designed to assess the behavioral characteristics, goals, and attitudes of adolescent high school students attending the school in Western County, Pennsylvania, in the region designated as Appalachia. The two towns were chosen because of the apparent differences in socioeconomic level, social activities, and occupations of inhabitants." Significant differences were found between the two samples of adolescents in many aspects: family living, employment, education, attitudes toward the Federal Government, entertainment, peer group characteristics, attitudes toward sex, and religion. (NH)

ED 031 519 UD 000 254

A Tentative Summary Report for an Effective School Program in Urban Centers.

National Council for Effective Schools, Chicago, Ill.

Spons Agency—American Federation of Teachers, Chicago, Ill.

Pub Date Mar 65

Note—24p.

Available from—The American Federation of Teachers, AFL-CIO, 716 North Rush Street, Chicago, Illinois 60611

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Class Size, Community Involvement, *Educational Improvement, *Educational Quality, Instructional Materials, Problem Children, Program Evaluation, *Program Proposals, School Administration, School Integration, School Organization, School Size, *Teacher Associations, Teachers, Urban Schools

Identifiers—AFT, American Federation of Teachers, MES, More Effective Schools

A national teachers union offers a program for educational improvement in urban schools, the More Effective Schools Project. The document presents the recommendations of the American Federation of Teachers on size of school and class, administration and supervision, and other professional matters. Proposals are also made for the areas of school supplies, the education of the malfunctioning child, community involvement, school integration, and program evaluation. (NH)

ED 031 520

UD 000 321

The Negro in the United States; A List of Significant Books. Ninth Revised Edition.

New York Public Library, N.Y.

Pub Date 65

Note—25p.

Available from—Sales Shop, New York Public Library, 5th Ave and 42nd Street, New York, N.Y. 10018 (\$5.00).

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Annotated Bibliographies, Art, Biographies, *Booklists, Civil Rights, Equal Protection, Intergroup Relations, Literature, Music, Negro Culture, *Negroes, Negro History

This revision of a New York Public Library booklet is limited to works on the Negro in the United States. The annotated citations are grouped in sections concerned with Negro history and culture, the freedom movement, civil rights, and intergroup relations. Other categories are collective and individual biography, literature, and music and art. (NH)

ED 031 521

UD 000 568

"...and Educate Them All."

Cleveland Board of Education, Ohio.

Pub Date 65

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Administrative Change, Adult Education, Boards of Education, Community Services, Compensatory Education Programs, Curriculum Development, *Disadvantaged Groups, *Educational Programs, Enrichment, *Public Schools, Student Personnel Services, Teacher Orientation

Identifiers—Cleveland, Ford Foundation, Hough, Ohio

Described are the various efforts of the Cleveland, Ohio, public schools for the disadvantaged population of the Hough section of the city. Begun in 1960, the Hough Community Project emphasized compensatory education, pupil personnel services, curriculum modification, enrichment, administrative reorganization, and staff development. Various community services and adult education were also offered. (NY)

ED 031 522

UD 003 079

The College Orientation Program, June 22-August 14, 1964: A Report Submitted to The National Science Foundation, Washington, D.C.

Georgetown Univ., Washington, D.C.

Pub Date 25 Sep 64

Note—47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—Chemistry, *College High School Cooperation, *College Preparation, Counseling Services, Cultural Enrichment, *Educational Programs, English, Field Trips, Grade 11, Guidance Services, Mathematics, *Negro Students, Reading Improvement, Self Esteem, Student Attitudes, Student Motivation, *Summer Programs

Identifiers—College Orientation Program, District of Columbia, Georgetown University

Georgetown University conducted a college orientation summer school in 1964 for 49 eleventh grade students in the District of Columbia schools. Most of the Negro students from the District's slum area were interested in going to college but needed special academic aid and encouragement to qualify for good colleges. The program offered courses in chemistry, mathematics, English and reading improvement, and also provided guidance and counseling services and field trips and cultural enrichment. The summer school succeeded in improving student performance, motivation, and self-confidence. Future programs will start this talent development with tenth grade students. (NH)

ED 031 523

UD 004 553

Wallach, Michael A.

Creativity and the Expression of Possibilities.

Pub Date 66

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—Art, Children, Computer Assisted Instruction, *Concept Formation, *Creative Thinking, *Creativity, *Learning Processes, Learning Theories, Mathematics, Music, Sciences, Teaching Machines, *Thought Processes

In a discussion of human institutions and modes of conduct, a basic analytical shift from

absolutism to relativism is noted. From this frame of reference the conceptual changes in mathematics, the sciences, and esthetics are reviewed. The paper also discusses the implications of this change for the psychology of human thinking and for children's thinking in particular. Two processes are postulated: "the expression of possibilities" and "the analysis of implications." Each process, moreover, involves very different attitudes toward error. Children who are skilled in the analysis of implications but poor in expressing conceptual possibilities have an overly severe attitude toward their own errors and, therefore, may avoid risk-taking, potentially innovative activities. The "hardware revolution" in education—instruction by teaching machines and computers—not only stultifies the process of expressing possibilities but will inevitably lead to increased stress on a curriculum that can be taught by machines. This may in fact lead education back to an overly rationalistic view of thinking processes. (NH)

ED 031 524

UD 004 572

Thomas, Shailer

An Experimental Approach—The Enhancement of Self-Concept of Junior High School Students Through Group Sessions.

Pub Date Feb 64

Note—13p.; Part of a Symposium on "Improving Academic Achievement Through Students' Self-Concept Enhancement" at the American Educational Research Association meetings (Chicago, February 19-21, 1964).

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—*Academic Performance, Control Groups, Experimental Groups, *Experiments, Grade 9, Grade Point Average, *Junior High School Students, *Low Achievers, Research Design, Research Projects, Sampling, *Self Concept, Urban Schools

Identifiers—Self Concept of Ability Scale

This paper has two purposes: (1) to describe the general characteristics of a research project on which this is one part; and (2) to report an experimental attempt at improving academic performance of low achieving ninth grade students through self concept enhancement (Experiment B). Briefly discussed are the experiments and the research design of the other phases of the project—dealing with parents of low achieving students, and with the effects of counseling on such students. Experiment B sought to determine whether positive evaluations of low achieving students by a so-called "expert" (the experimenter) could significantly change self concept of ability in the students and whether such change would show up later in change in school achievement. Analysis of data shows that there was not significant proportion of changers in either self concept or grade point average. The use of an "expert" does not seem to be an efficient method of increasing either self concept of ability or school performance in this sample. (NH)

ED 031 525

UD 005 440

Hill, Kennedy T. Dusek, Jerome B.

Children's Level of Aspiration as a Function of Test Anxiety, Success Versus Failure Experiences, and Praise Versus Nonresponsiveness from Adults.

Pub Date 31 Mar 67

Note—9p.; Paper presented at the biennial meeting of the Society for Research in Child Development (New York, N.Y., March 31, 1967).

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Anxiety, *Aspiration, Elementary School Students, Experimental Groups, Factor Analysis, *Failure Factors, Reinforcement, Research, Research Design, *Success Factors, Test Results, Tests

Identifiers—Defensiveness Scale for Children, DSC, Lie Scale for Children, LSC, TASC, Test Anxiety Scale for Children

Investigated were the effects of test anxiety, success-failure experiences, and social reinforcement on the aspiration level of third and fourth grade subjects (Sa) in a suburban school system. Data were sought on whether high test anxiety (HTA) children would have lower aspiration levels than low test anxiety (LTA) children. Also studied were the effect on each group of social reinforcement. Another purpose of this research was to ascertain whether there were correlations between anxiety and academic performance (as measured by report cards), and test anxiety and

measures of achievement motivation. The research design and the experimental manipulations are described and the statistical correlations are presented. Major finding a show that: (1) success in pretraining raised Ss initial aspiration level slightly and failure substantially lowered it; (2) aspiration level increased sharply following social reinforcement but remained stable under non-reinforcement; and (3) girls showed a higher overall increase in level of aspiration than boys. A discussion section notes some other aspects of this research. (NH)

ED 031 526 UD 006 966

Understanding Younger Children: An Instructional Bulletin Supplementing, Instructional Guide, Homemaking 1 and 2.
Los Angeles City Schools, Calif. Div. of Secondary Education.

Report No.—LACS-Pub-ESEA-2-2

Pub Date 67

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—Activities, *Early Childhood, *Homemaking Education, *Junior High School Students, Resource Materials, Sensory Experience, *Teaching Guides, Toys

A study unit in a homemaking course is devoted to the concept of the young child learning through his experiences. This instructional bulletin for teachers offers material on sensory and play experiences. A section of resource materials includes toys to make and information on guiding children's play activities. (NH)

ED 031 527 UD 007 124

Weinberg, Meyer

Desegregation Research: An Appraisal.

Phi Delta Kappa, Bloomington, Ind. Commission on Education and Human Rights.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—322p.

EDRS Price MF-\$1.25 HC-\$16.20

Descriptors—Academic Achievement, Aspiration, Black Community, Equal Education, Family Attitudes, *Integration Effects, *Integration Studies, Minority Groups, Race Relations, Racial Segregation, Racism, *Research Reviews (Publications), *School Integration, Self Concept, Student Experience

Identifiers—Equal Educational Opportunity Survey, Racial Isolation in the Public Schools

Examined and evaluated are studies which are relevant to the experience of children in desegregated schools. The chapters in the volume are concerned with desegregation and academic achievement, aspirations and self concept, the student in school and in his family, and non-Negro minorities. Also included is a chapter devoted to the "Equal Educational Opportunity Survey" and to "Racial Isolation in the Public Schools." Other sections are devoted to the Negro community and desegregation, and to the anti-desegregation critics. (NH)

ED 031 528 UD 007 218

Vogl, Robert L.

A Report on the Workshop for the Preparation of Tentative Objectives and Guidelines for Residential Outdoor Education Programs for Urban Disadvantaged Youth.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date May 67

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Disadvantaged Youth, *Guidelines, Objectives, *Outdoor Education, Program Planning, *Resident Camp Programs, Urban Youth, *Workshops

A workshop on outdoor education, funded by the Elementary and Secondary Education Act, Title V, was held to develop guidelines for a residential program for urban disadvantaged youth. Participants came from various educational and other disciplines. Resource speakers and leaders were also involved. Tentative guidelines and objectives were produced by three workshop groups and recommendations of participants and of the steering committee are included in the document. (NH)

ED 031 529 UD 007 252

Hilsinger, R.

Urban Education and "The Heritage of the Greater Cultures".

Pub Date [67]

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—*Bureaucracy, Compensatory Education Programs, Decentralization, *Economic Disadvantage, Economic Factors, *Educational Administration, Educational Change, Educational Improvement, Political Power, Power Structure, *Racial Segregation, School Districts, School Integration, *Urban Education Identifiers—CCR, Commission on Civil Rights, Racial Isolation in the Public Schools

This paper analyzes some of the causes of urban educational problems. The major focus is on poverty, racial isolation, and the educational bureaucracy. These factors are discussed in some detail. In a section devoted to attempts to change the educational situation several avenues and approaches are presented. Most crucial is the broadening of attendance areas to promote effective school desegregation. Also important are such remedies for educational improvement as team teaching, a nongraded system, flexible scheduling, independent study, a continuous progress curriculum, and flexible facilities. However, the major obstacle to change is the deeply entrenched bureaucracies and power structures in urban school systems and in city politics. (NY)

ED 031 530 UD 007 427

Planning for Increased Desegregation of Faculties, Students and Vocational Education Programs. Final Technical Report.

Chicago Board of Education, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 21 Jun 68

Gran.—OEG-4-7-000202-3470

Note—286p.

EDRS Price MF-\$1.25 HC-\$14.40

Descriptors—City Demography, Faculty Integration, *Northern Schools, Population Trends, Public Relations, *Public Schools, Research Needs, School Demography, School Districts, *School Integration, Student Placement, Teacher Distribution, Teacher Placement, *Urban Schools, Vocational Education Identifiers—Chicago

The purpose of this study was to determine ways to increase desegregation in Chicago's public schools. Funded under Title IV of the Civil Rights Act of 1964, the project focused on staff integration, more equitable distribution of experienced teachers, student integration in regular, vocational, and apprenticeship schools, research needs, and improvement of public information services. Contained are sections on faculty assignment patterns, boundaries and student assignment policies, vocational education, public understanding, and research. The document also includes a demographic study of population and school enrollment projections by community area for the city of Chicago 1970 and 1975. (NH)

ED 031 531 UD 007 792

Smith, Harold T.

Role of the Elementary Grades in Developing the Potentials of Disadvantaged Children; Kalamazoo County, Michigan.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Pub Date Jul 66

Note—27p.

Available from—W.E. Upjohn Institute for Employment Research, 1101 Seventeenth St., N.W., Washington, D.C. 20036

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Educationally Disadvantaged, *Educational Programs, *Elementary Grades, Flexible Progression, Kindergarten, Pilot Projects, *Preschool Education, Reading Programs, Remedial Programs, Special Services Identifiers—Kalamazoo County, Michigan, Project Headstart

This report deals with preschool, kindergarten, and elementary grade efforts for disadvantaged children in Kalamazoo County, Michigan in 1966. The findings, based primarily on conferences with elementary school personnel, are presented under the headings of continuous growth concept, preventive and remedial programs, staff specialists and special services, and such pilot programs as Headstart and community schools. (NH)

ED 031 532 UD 007 890

Gitter, A. George Black, Harvey

Perception of Emotion: Differences in Race and Sex of Perceiver and Expressor.

Boston Univ., Mass. Communication Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—CRC-R-17

Pub Date Mar 68

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Acting, *Affective Behavior, Caucasian Students, College Students, *Factor Analysis, Negro Students, *Perception, *Race, *Sex Differences, Tables (Data)

This study investigated the patterns of: (1) correctly perceived emotions, and (2) erroneously perceived emotions (i.e., those which are in fact perceived, when they are not expressed). It also related perception of emotion to (1) race of perceiver and expressor, and (2) sex perceiver and expressor. The experimental design involved a 2x2x2 factorial study involving 48 perceivers and 20 expressors (actors) who were photographed enacting seven emotions. Race of perceiver was found significant as were the patterns of both correctly and erroneously perceived emotions. Negroes were superior both in terms of overall accuracy scores as well as correct scores for the individual emotions. (NH)

ED 031 533 UD 007 895

Gezi, Kal I.

Analyses of Certain Measures of Creativity and Self-Concept and Their Relationships to Social Class.

Pub Date Mar 69

Note—9p.; Paper presented at the Annual Meeting of the California Educational Research Association (47th, Los Angeles, March 14-15, 1969)

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Children, Creative Thinking, *Creativity, *Lower Class, *Middle Class, Research, *Self Concept, Self Congruence, Self Evaluation, Social Background, Social Differences, Tests

Identifiers—Self Referent Questionnaire, SRQ, Torrance Test of Creative Thinking, TTCT

Tested were certain measures of creativity and self concept in middle (M-group) and lower (L-group) social classes. It was hypothesized that: (1) L-group subjects (Ss) would have lower self concept than M-group Ss; (2) the greater the discrepancy between actual and ideal self, the greater possibility of low self concept; (3) L-group Ss would tend to be more creative; and (4) those who are more fluent, flexible, original, and elaborate are also likely to be more creative. Forty Ss were given the Torrance Test of Creative Thinking, Figural Form A, and a specially developed Self-Referent questionnaire. The major finding of the study is that the L-group scored higher on all aspects of creativity than the M-group. One possible explanation is that middle class children live in a more highly structured milieu than do lower class children. Therefore, the lower class child has the opportunity to develop his creativity through the nature of his unstructured play. (NH)

ED 031 534 UD 007 907

Holt, John

How Children Learn.

Pub Date 69

Note—192p.

Available from—Pitman Publishing Corporation, 20 East 46 Street, New York, N.Y. 10017 (\$2.25)

Document Not Available from EDRS.

Descriptors—*Children, *Discovery Learning, *Early Childhood, Experiments, *Learning, Learning Characteristics, Reading, Speech

This book is devoted to describing, not explaining or theorizing about effective learning. One chapter relates numerous incidents involving very young children, to illustrate various learning styles and ways in which experimentation contributes to learning. Other chapters discuss children's talk, reading, sports, and art and math. The final chapter re-emphasizes the value of discovery learning, the natural learning style of young children. (NH)

ED 031 535 UD 007 909

Fantini, Mario D. Weinstein, Gerald

The Disadvantaged: Challenge to Education.

Pub Date 68

Note—455p.

Available from—Harper & Row, Publishers, Inc., 49 East 33rd Street, New York, N.Y. 10016 (\$8.95).

Document Not Available from EDRS.

Descriptors—*Curriculum, *Curriculum Development, *Disadvantaged Youth, Educational Change, *Educationally Disadvantaged, Educational Needs, Educational Objectives, Educational Philosophy, Educational Practice, *Educational Problems, Educational Strategies, Language Development, Learning, Student Participation, Teachers

Identifiers—John Dewey

The major thesis of this new approach to pedagogy is that through an understanding of the problems of disadvantaged children the educational problems of all children will be better understood. The functionalism of John Dewey has been brought up to date in this book through the propositions that curriculum should move from the remote to the immediate, and from the academic to the participatory. Chapters are devoted to an expansion of the concept of the disadvantaged, the hidden curriculum, language development in the home, the irrelevance of contemporary education, and the functions of the schools. Other sections are concerned with strategies for change, the teacher, and a discussion of a relevant curriculum. (NH)

ED 031 536 UD 007 911

Goldberg, Miriam L. And Others
The Effects of Ability Grouping.

Pub Date 66

Note—254p.

Available from—Teachers College Press, Teachers College, Columbia University, New York, N.Y. 10027 (\$7.00)

Document Not Available from EDRS.

Descriptors—*Ability Grouping, *Academic Achievement, Educational Interest, *Educational Research, Public Schools, Research Design, Self Evaluation, Stereotypes, Student Attitudes, Student Evaluation, *Students, Tables (Data), Teacher Attitudes

Identifiers—New York City

An experimental study examined the effects of ability grouping on academic achievement of students. More than 2000 fifth and sixth grade public school students in New York City provided the data, over a two-year period, upon which the conclusions are based. It was found that ability grouping per se had no significant effect on academic achievement. The volume opens with a survey of research, then describes the design of the study. Other chapters discuss academic achievement, self attitudes; school interests and attitudes, ratings of pupil stereotypes, and teacher ratings of students. The final chapter offers a summary and the conclusions, and extensive appendices present samples of the instruments and tables of data. (NH)

ED 031 537 UD 007 915

Moore, Donald R., Ed. And Others
Equal Educational Opportunity: The First Comprehensive Assault on the Tangle of Research and Policy Issues in the Present School Crisis.

Pub Date 69

Note—273p.; Reprint and expansion of Harvard Educational Review, Winter 1968 Special issue. Available from—Harvard University Press, Cambridge, Mass. (\$5.95)

Document Not Available from EDRS.

Descriptors—Achievement, Civil Rights, Community Involvement, Compensatory Education, Educational Change, *Educational Opportunities, *Educational Research, *Equal Education, Individual Development, Negro Students, Public Policy, *Public Schools, Race, Racial Segregation, School Environment, *School Integration, School Systems, Urban Education

Identifiers—Equality of Educational Opportunity, James S Coleman

In this book, an expanded version of a 1968 special issue of the Harvard Educational Review, contributors discuss the definition of the concept of equal educational opportunity, educational research relevant to the concept, and the policy issues surrounding the achievement of equal opportunity. Included are such topics as the validity of the Coleman findings, the establishment of alternative school systems, and the relationship between equal educational opportunity and maximum individual development. James S. Coleman provides a brief summary of the report known by his name. (NH)

ED 031 538

Gordon, Edmund W., Ed.

Poverty and Employment. IRCD Bulletin, Volume 5, Number 2.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Pub Date Mar 69

Note—11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Economic Disadvantage, *Economic Factors, *Employment, Financial Support, Guaranteed Income, *Income, Labor Force, Labor Market, Manpower Needs, Minimum Wage, *Poverty Programs, Social Welfare, Unemployment, Wages

"Strategies for Closing the Poverty Gap" by Gertrude Goldberg and Carol Lopate, which makes up the contents of this issue of the IRCD Bulletin, critically reviews income maintenance schemes, social insurance and public assistance programs, family allowances, the negative income tax, and full employment proposals. Of these plans to end poverty the authors feel that full employment with an adequate minimum wage is the most desirable. (NH)

ED 031 539 UD 007 931

Harrington, Charles Adler, Norman M.
New York City's School Strike: Effects on Political Socialization of School-Age Boys.

Pub Date 10 Apr 69

Note—25p.; Paper prepared for presentation at the annual meeting of the Society for Applied Anthropology (Mexico City, April 10, 1969).

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Beliefs, Childhood Attitudes, *Children, Fathers, Males, Mothers, Parent Attitudes, Political Influences, Political Issues, *Political Socialization, *Teacher Strikes, *Values

Identifiers—Albert Shanker, Mayor Lindsay, New York City, Ocean Hill Brownsville, Rhody McCoy, UFT, United Federation of Teachers

The New York City teachers' strike in 1968 over the issue of the removal of some teachers in Ocean Hill-Brownsville created an opportunity for a study of the effect of the strike on children's political values and beliefs. Drawing upon a sample of Jewish boys and their parents from an almost exclusively Jewish community, two hypotheses were tested: (1) the boys (aged eight to 12) would have more positive evaluations of Mayor Lindsay than of Albert Shanker, the union president; and (2) Lindsay would be judged right and Shanker wrong. The hypotheses are predicated on the assumption that children have positive attitudes toward elected, authoritative figures. However, the data disproved both hypotheses. During a crisis the traditional patterns of political socialization are apparently altered. In this instance there occurred a reversal of the usual way in which children apply learned symbols—there appeared to be a tendency (among the younger boys) to ascribe legitimacy to the illegitimate use of power. (NH)

ED 031 540 UD 007 932

Blumenfeld, Warren S.

Selecting Talented Negro Students: Nominations Vs. Test Performance. NMSC Research Reports, Volume 5, Number 6, 1969.

National Merit Scholarship Corp., Evanston, Ill.

Spons Agency—Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.

Pub Date 69

Note—13p.

Available from—Research Division, National Merit Scholarship Corporation, 990 Grove Street, Evanston, Ill. 60201

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Achievement Tests, *High School Students, *Negro Students, *Scholarships, Student Characteristics, *Talented Students, *Talent Identification, Test Results

Identifiers—NASP, National Achievement Scholarship Programs, National Merit Scholarship Corporation, National Merit Scholarship Qualifying Test, NMSC, NMSQT

Students were identified for participation in the third annual National Achievement Scholarship Program by two methods: (1) all United States high schools were asked to nominate talented Negro students; and (2) high scoring Negro students were identified on the National Merit Scholarship Qualifying Test. Of the 5,624 participants, about 20 percent entered the competition

by nomination only, about 20 percent by test only, and the remainder were both nominated and took the test. A comparison of these groups indicated that the test tended to identify students of higher socioeconomic status, they had higher test scores and lower high school grades, and they attended larger and better equipped high schools than did those identified by the nomination procedure. (Author)

ED 031 541 UD 007 937

Crain, Robert L.

The Politics of School Desegregation: Comparative Case Studies of Community Structure and Policy-Making.

Pub Date 69

Note—415p.

Available from—Doubleday & Company, Inc., Garden City, New York (Anchor A665, \$1.95)

Document Not Available from EDRS.

Descriptors—Civil Rights, Community Problems, Community Role, Community Study, Decision Making, *Northern Schools, Policy Formation, Political Influences, *Political Issues, Research Utilization, *School Integration, School Policy, School Segregation, *Southern Schools, *Urban Schools

Identifiers—Baltimore, Buffalo, Newark, New Orleans, Pittsburgh, Saint Louis, San Francisco

An analysis of the political process by which school systems can be desegregated rests on the premise that school desegregation is a community decision. The process is documented in Part I by studies of eight non-Southern, big city school systems. Part II presents an analysis of school policy-making. Part III is devoted to desegregation in New Orleans, and Part IV describes the community and the civil rights movement in both Northern and Southern cities. The final section discusses the research implications for the future of school desegregation and for other studies of community politics. (NH)

ED 031 542 UD 007 941

Smith, Lee L.

A Practical Approach to the Nongraded Elementary School.

Pub Date 68

Note—268p.

Available from—Parker Publishing Company, Inc., West Nyack, New York (\$8.95)

Document Not Available from EDRS.

Descriptors—Curriculum Development, *Elementary Schools, Federal Programs, Grouping (Instructional Purposes), Library Facilities, *Nongraded System, *Organizational Change, Program Evaluation, Scheduling, *School Organization, Specialists, Staff Orientation, Student Evaluation, Teacher Aides, Team Teaching

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, Frederick, Maryland

This "how-to" book details the practical issues involved in converting from a traditional to a nongraded elementary school. Chapters discuss staff preparation, curriculum reorganization, grouping, use of teacher aides, and team teaching. Included also are chapters on an Elementary and Secondary Education Act, Title I project, the role of special teachers, the library and materials center, scheduling of specialists, pupil evaluation, and a general evaluation of the nongraded program. (NH)

ED 031 543 UD 007 943

Rose, Peter I.

The Subject is Race: Traditional Ideologies and the Teaching of Race Relations.

Pub Date 68

Note—181p.

Available from—Oxford University Press, New York, N.Y. (\$1.50)

Document Not Available from EDRS.

Descriptors—Anthropology, College Teachers, Course Content, *Courses, Curriculum, *Higher Education, Questionnaires, Race, *Race Relations, Racial Discrimination, Research, Social Discrimination, Sociology, *Surveys, Teacher Qualifications, Textbooks

This book is a report of a nationwide survey, begun in 1965, on the kinds, extent, curriculum content, and academic climate of race relations courses taught at colleges and universities. Information was also sought on the texts and readings, research activities, and teacher qualifications. Data were gathered through mail questionnaires sent to 2483 schools throughout the country. The

book includes historical background material on the existence and persistence of prejudice and discrimination. Also present are the views of sociologists and anthropologists on racial and cultural differences and intergroup conflicts. Four chapters present the findings of this study. (NH)

ED 031 544

UD 007 944

Fuchs, Estelle

Teachers Talk: Views from Inside City Schools.

Pub Date 69

Note—224p.

Available from—Doubleday & Company, Inc., Garden City, New York, (A668, \$1.45)

Document Not Available from EDRS.

Descriptors—*Beginning Teachers, *Elementary School Teachers, *Interviews, Professional Recognition, *Slum Schools, Tape Recordings, Teacher Attitudes, Teacher Educators, Teacher Guidance, Teaching Assignment, Teaching Methods, Teaching Skills, Teaching Styles

Excerpts from tape recorded interviews with 14 beginning teachers in slum schools form the basis of this volume. Written to help neophyte teachers gain insights into the problems and experiences of teaching in such schools, the book presents anecdotes followed by discussion of relevant social science and cultural anthropological theory. There are sections dealing with the first day euphoria, the early onset of "culture shock," the low status given by the beginning teachers, and the rituals which institutionalize professional status. (NH)

ED 031 545

UD 007 946

Swanson, Bert E.

The Struggle for Equality: School Integration Controversy in New York City.

Pub Date 66

Note—146p.

Available from—Hobbs, Dorman & Company, Inc., 441 Lexington Ave., New York, N.Y. (\$4.00).

Document Not Available from EDRS.

Descriptors—Boards of Education, *Caucasians, Community, Community Attitudes, *Decision Making, Integration Methods, Integration Plans, Integration Readiness, Political Power, Power Structure, *Public Schools, School Boycotts, *School Integration, School Superintendents, *Urban Schools

Identifiers—New York City

A study of the problems and decision making processes associated with the integration of New York City's public schools focuses on the reaction of the dominant white community to proposed integration policies. The research was funded by the U.S. Office of Education, Cooperative Research Program. The volume discusses the scope and method of this research, the integration controversy from 1954 to 1963, and the politics of education. The direct and indirect influences of the power struggle at the Board of Education and in the community are described. One chapter is devoted to white parent reactions to school pairing, and another is concerned with "subcommunity variables." (NH)

ED 031 546

UD 007 955

Potter, Thomas C.

Reading Comprehension Among Minority Groups: Child-Generated Instructional Materials.

Pub Date [68]

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Cloze Procedure, *Grade 3, *Instructional Materials, Language Experience Approach, Negro Dialects, *Negro Students, *Reading Comprehension, Story Telling, *Student Developed Materials

The hypothesis of this study was that stories created by a dialectal subgroup of third grade Negro children might be more comprehensible to other members of that group than the usual instructional materials. A random sample of third graders was asked to tell stories in response to four pictures. The stories were tape recorded and then transcribed. Cloze exercises were made from passages in the child-developed stories and the textbook, and then given to all 79 third grade students in the school. When scores on the two cloze tests were compared, it was found that 70 subjects scored higher on the child generated passages, thus supporting the hypothesis. This language experience approach to reading comprehension may be more effective for minority group youngsters than materials based on standard English. (NH)

ED 031 547

UD 008 332

The First Year of Desegregation under Title Six in Alabama: A Review with Observations and Conclusions. A Special Report.

Alabama Council on Human Relations, Inc., Huntsville.

Pub Date Sep 65

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Civil Rights, Faculty Integration, Federal Laws, *Free Choice Transfer Programs, Integration Methods, *School Integration, *School Segregation, *Southern Schools, *State Action, State Departments of Education, State Laws, State Officials, Token Integration

Identifiers—Alabama

Evaluated is the adequacy of the General Statement of Policies under Title VI of the Civil Rights Act of 1964 to achieve the basic objective of Title VI in Alabama. Material in the report is presented under the rubrics of U.S. Office of Education (OE) strategy and policies, Alabama's reaction to the General Statement of Policies, and the effect of the OE statement on school segregation (said to be minimal). In sum, plans for desegregation ordered by Alabama courts were less effective than those submitted in compliance with Title VI. Orders requiring faculty integration within a school will incur greater reluctance, if not outright resistance, than pupil transfers. Freedom of choice plans will not expedite school desegregation "with all deliberate speed." The extent of school integration in Alabama's cities is "only a token of tokenism." (NH)

ED 031 548

UD 008 778

The Mexican in Minnesota: A Report to Governor C. Elmer Anderson of Minnesota. Revised.

Minnesota Governor's Interracial Commission.

Pub Date 53

Note—84p.

EDRS Price MF-\$0.50 HC-\$4.30

Descriptors—*Acculturation, Agricultural Laborers, Agricultural Occupations, Citizenship, Delinquency, Education, Family Life, Health, Housing, Industry, *Mexican Americans, Rural Areas, Urban Areas, Welfare Services

Identifiers—Minnesota

This extensive revision of a 1948 report notes the gradual assimilation of Mexicans into Minnesota's population. There are chapters on the employment of Texas Mexicans and Mexican nationals in agriculture and urban industries, on housing and family life, and health, delinquency, and welfare dependency. One chapter is devoted to education, another to the legal status of Mexicans in the United States, and a final section to the future prospects for assimilation in Minnesota. (NH)

ED 031 549

24

UD 009 133

Wessman, Alden E.

Evaluation of Project ABC (A Better Chance); An Evaluation of Dartmouth College-Independent Schools Scholarship Program for Disadvantaged High School Students. Final report.

Dartmouth Coll., Hanover, N.H.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0549

Pub Date Apr 69

Contract—OEC-6-10-177

Note—358p.

EDRS Price MF-\$1.50 HC-\$18.00

Descriptors—Able Students, *Academic Performance, College Preparation, *Disadvantaged Youth, High School Students, Males, Negro Students, Personality Change, *Private Schools, *Program Evaluation, Scholarships, Social Adjustment, Standardized Tests, Summer Programs, Testing

Identifiers—Dartmouth College, Independent Schools Talent Search Program, *Project ABC, Project A Better Chance

Project ABC is a precollege talent search program that provides academically able, motivated disadvantaged youth with scholarships to private secondary schools, after an intensive summer transitional program. In an evaluation study of 82 disadvantaged boys, predominantly Negroes, who entered in the program in 1965, it was found that (1) the boys' academic records ranged from complete failure to outstanding success, (2) test-retest data on the Otis I.Q. and Cooperative English tests showed that the boys made no ap-

preciable gains over a 2-year period, (3) overall the students made a satisfactory school adjustment, and psychological inventory scores showed statistically significant changes for the boys, who seemed to become more tense, yet more self-assured, (4) social adjustment and academic performance were highly correlated (.56), and (5) by the beginning of the fourth year 26 percent of the boys had dropped out, 60 percent for academic reasons and 40 percent for adjustment difficulties. The research design included similar testing and evaluation of a comparable group of disadvantaged students who remained in their home high schools. For reports on the ABC transitional summer program see ED 011 017, ED 020 288, and ED 024 698. (EF)

ED 031 550

24

VT 001 841

Mountain States Regional Workshop on Research in Vocational and Technical Education. (June 13-24, 1966). Report on Research Training Program.

Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City; Utah State Univ., Logan.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2051

Pub Date 27 Jul 66

Grant—OEG-4-6-062051-1519

Note—149p.

EDRS Price MF-\$0.75 HC-\$7.55

Descriptors—Conference Reports, Educational Research, Information Dissemination, *Institutes (Training Programs), Interdisciplinary Approach, Participant Satisfaction, Program Evaluation, Questionnaires, Research Design, Researchers, *Research Problems, *Research Skills, *Research Tools, Speeches, State Supervisors, Statistical Analysis, *Vocational Education, Vocational Education Teachers

The purpose of the workshop was to involve 30 vocational and technical teachers, supervisors, and administrators from eight states in activities to stimulate and enhance research activities. Presentations and handouts included: (1) "Vocational Education in the Decade Ahead—With Research Implications" by Ray E. Jongeward, (2) "Guidelines for the Division of Adult and Vocational Research," (3) "Economic Issues in the Planning of Vocational and Technical Education" by Robert Campbell, (4) "Resource Materials for Use in Vocational and Technical Education Research," by Kent Wood, (5) "Sampling Methods" by Donald V. Sisson, (6) "Social Dynamite in Our Large Cities" by James B. Conant, (7) "Writing the Research Report," (8) "Educational Research Information Center" by Sandra Noall, (9) "Implementing Research Findings" by Austin G. Loveless, and (10) Stimulating Staff to do Research in Vocational and Technical Education. Also included is the evaluation form completed by the participants. (EM)

ED 031 551

VT 005 969

Human Resources for Industrial Development; Some Aspects of Policy and Planning. Studies and Reports, New Series, No. 71.

International Labour Office, Geneva (Switzerland).

Pub Date 67

Note—245p.

Available from—Public Information Branch, International Labor Office, 917 Fifteenth Street, N.W., Washington, D.C. 20005 (\$2.50)

EDRS Price MF-\$1.00 HC-\$12.35

Descriptors—*Developing Nations, Educational Programs, Educational Strategies, Employment, Employment Problems, *Human Resources, *Industrialization, Job Skills, Job Training, *Manpower Development, Manpower Needs, Manpower Utilization, *Policy Formation, Program Planning, Social Problems, Technological Advancement, Wages

Major manpower and social problems encountered by developing countries in the process of industrial development, and action to be taken both at the national and international levels comprise the substantive focus of this document. The document is a collection of papers prepared by the International Labor Office. Part I, "Manpower for Industry," addresses problems such as the determination of goals, quantitative and qualitative, to be achieved in the education and training of skilled industrial manpower; the special role of industry itself in development of skills; and measures to insure the best possible

use of available skilled manpower. Part II, "Other Policy Issues" concerns the active participation of different social groups in industrialization, job displacement resulting from industrialization, and sharing the proceeds of industrial development. Three types of international action were discussed: (1) provision of advice, equipment, and qualified technical personnel under technical cooperation programs, bilateral and multi-lateral, (2) financial assistance, and (3) joint action by developing countries which share common problems. (CH)

ED 031 552 VT 006 399

Proceedings of the International Congress on Home Help Services (Paris, France, September 1962). WA Publication No. 10.

National Council for Homemaker Services, New York, N.Y.; Welfare Administration, Washington, D.C. (DHEW).

Pub Date 65

Note—79p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS14.2:H75/2 \$3.00)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Companions (Occupation), *Conference Reports, Foreign Countries, Health Occupations, Health Occupations Education, *Home Management, International Organizations, Maids, *Occupational Home Economics, *Service Workers, Speeches, *Visiting Homemakers

Identifiers—*International Congress On Home Help Services

This report in English translation is intended to acquaint agencies and individuals in this country with the homemaker services of other nations. The home helper is an international phenomenon and her role is developing, and the free exchange of workers signals a growing harmony in the concepts of training, and mutual recognition of qualifications in the various countries. For these reasons the United States through the National Council for Homemaker Services participates in the International Council on Home Health Services. Approximately 350 delegates of 16 countries attended the International Congress. Papers included in the document are: (1) "The Home Helper and the Changes in the Family and Household Work" by M. Pierre Laroque, (2) "The Medical Importance of the Home Helper" by J.A. Gillet, (3) "The Multiple Aspects and Specialized Training of the Home Helper" by Carmen Jonas, (4) "The Importance of Training for Home Helpers" by Margareta Nordstrom, and (5) "The Place of the Home Helper in Social Services" by Dr. Pense. The document also includes a general report of work group discussions and brief summaries of reports presented by home help organizations in 13 countries. (JK)

ED 031 553 VT 007 435

Dye, Franklin Haddock

Office Work Perceptions Held by Tenth Grade Female Students Enrolled in Urban High Schools Serving Disadvantaged Youth.

Pub Date 68

Note—28p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (68-12832, microfilm \$3.60, xerox \$12.60)

Document Not Available from EDRS.

Descriptors—Attitude Tests, Average Students, Bibliographies, Comparative Analysis, Disadvantaged Youth, Doctoral Theses, Employee Attitudes, Females, Grade 10, Material Development, *Office Occupations, *Perception Tests, Perception Tests, Questionnaires, *Student Attitudes, Tables (Data), Urban Schools, *Urban Youth, *Work Attitudes

The purpose of this study was to develop a valid and reliable perception instrument and to use the instrument to identify the significant perceptions of office work held by 10th grade female students enrolled in urban high schools serving disadvantaged youth, and to compare these perceptions with those held by 10th grade female students enrolled in urban high schools serving advantaged youth and with those held by beginning female workers in office occupations. Data were collected by a 50-item perception instrument which was administered to 1,043 female students enrolled in 16 high schools and to 155 beginning female workers in office occupations. The office work perceptions held by 10th grade

female students in disadvantaged areas were found to differ significantly from those held by advantaged students in four of the eight cities included in the study; they also differed significantly from those held by beginning female workers in office occupations in one of the three cities included in the study. Also, there were significant differences among the office work perceptions when the total scores were compared for all groups of 10th grade female students enrolled in urban high schools serving disadvantaged youth in the eight U.S. cities. (CH)

ED 031 554 VT 007 844

Units for the Laboratory of Industries.

Gorham State Coll., Maine.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 68

Note—486p.; Materials developed at an NDEA Institute (Gorham, Maine, July 1-August 9, 1968).

EDRS Price MF-\$2.00 HC-\$24.40

Descriptors—Curriculum Development, Educational Facilities, *Industrial Arts, Industrial Structure, Instructional Materials, Learning Activities, *Lesson Plans, *Manufacturing Industry, Records (Forms), Resource Materials, *Secondary Grades, Summer Institutes, Tests, Transparencies, *Units of Study (Subject Fields)

Identifiers—*National Defense Education Act Title XI Institute, NDEA Title XI Institute

This institute focused on manufacturing industries for junior high industrial arts. It was attended by 20 teachers from 14 states who worked in four groups to develop pairs of instructional units titled "Introduction to Technology and Industrial Arts." Each of these units covers personnel management, engineering, production, finance, and marketing and was to be suitable for a "Laboratory of Industries" approach. Included were purposes, pupil activities, suggested content, and an evaluation unit. These units were tested on 60 boys and girls and video tapes were made and evaluated by the participants. (EM)

ED 031 555 VT 007 853

Woodworking Technology.

San Diego State Coll., Calif. Dept. of Industrial Arts.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 68

Note—252p.; Materials developed at NDEA Inst. for Advanced Study in Industrial Arts (San Diego, June 24-August 2, 1968).

EDRS Price MF-\$1.00 HC-\$13.20

Descriptors—Curriculum Development, *Industrial Arts, Instructional Materials, Learning Activities, Lesson Plans, Lumber Industry, Resource Materials, *Resource Units, Summer Institutes, Teaching Guides, *Units of Study (Subject Fields), *Woodworking

Identifiers—*National Defense Education Act Title XI Institute, NDEA Title XI Institute, Woodworking Technology

Six teaching units which were developed by the 24 institute participants are given. "Wood Identification and Chemistry" covers the physical properties and structural features of hardwoods and softwoods. "Seasoning" explains air drying, kiln drying, and seven special lumber seasoning processes. "Research on Laminates" describes the bending of solid wood and wood laminates, beam lamination, lamination adhesives, and plastic laminates. "Particleboard: A Teaching Unit" explains particleboard manufacturing and the several classes of particleboard and their uses. "Lumber Merchandising" outlines lumber grades and some wood byproducts. "A Teaching Unit in Physical Testing of Joints, Finishes, Adhesives, and Fasteners" describes tests of four common edge joints, finishes, wood adhesives, and wood screws. Each of these units includes a bibliography, glossary, and student exercises. (EM)

ED 031 556 VT 007 857

Laminating and Bending; A Base Syllabus on Wood Technology.

Eastern Kentucky Univ., Richmond.

Pub Date Aug 68

Note—63p.; From NDEA Inst. on Wood Technology (Eastern Kentucky Univ., June 10-Aug. 2, 1968).

EDRS Price MF-\$0.50 HC-\$3.25

Descriptors—Curriculum Development, *Curriculum Guides, *Industrial Arts, Instructional Improvement, Lumber Industry, Manufacturing, *Resource Materials, Summer Institutes, Teacher Developed Materials, Teacher Education, *Woodworking

Identifiers—*National Defense Education Act Title XI Institute, NDEA Title XI Institute

Prepared by participants in the 1968 National Defense Education Act Institute on Wood Technology, this syllabus is one of a series of basic outlines designed to aid college level industrial arts woodworking instructors in improving and broadening the scope and content of their programs. The manual consists of a brief introduction followed by seven major unit topics, including: (1) Laminated Timbers, (2) Kerf Binding, (3) Bending of Plywood, (4) Bending Steamed or Boiled Wood, (5) Lamination Bending, (6) Bag Moulding of Plywood, and (7) Anhydrous Ammonia Bending. Most units contain descriptive and explanatory information objectives, content outlines, drawings and diagrams, suggested procedures, and uses of the materials produced. Supplementary materials include a list of films and filmstrips, a glossary, a bibliography, and reference and instructional aids. Related documents are available as VT 007 858, VT 007 859 and VT 007 861. (AW)

ED 031 557 VT 007 858

Adhesives; A Base Syllabus on Wood Technology.

Eastern Kentucky Univ., Richmond.

Pub Date Aug 68

Note—70p.; From NDEA Inst. on Wood Technology (Eastern Kentucky Univ., June 10-Aug. 2, 1968).

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors—*Adhesives, Curriculum Development, *Curriculum Guides, *Industrial Arts, Instructional Improvement, *Resource Materials, Summer Institutes, Teacher Developed Materials, Teacher Education, *Woodworking

Identifiers—*National Defense Education Act Title XI Institute, NDEA Title XI Institute

Prepared by participants in the 1968 National Defense Education Act Institute on Wood Technology, this syllabus is one of a series of basic outlines designed to aid college level industrial arts instructors in improving and broadening the scope and content of their programs. The guide is divided into three sections, the first of which deals with the types of characteristics of adhesives and includes a discussion of each of the important adhesives. Unit II is concerned with application, clamping, and curing of adhesives, and contains excerpts from articles on glues and adhesives, drawings, and photographs to illustrate the material covered. The third unit is a discussion of adhesive bond tests and the techniques for conducting them. Supplementary materials included are a glossary, a bibliography, and an appendix listing glue and adhesive manufacturers. Related documents are available as VT 007 857, VT 007 859, and VT 007 861. (AW)

ED 031 558 VT 007 859

Lumber and Related Products; A Base Syllabus on Wood Technology.

Eastern Kentucky Univ., Richmond.

Pub Date Aug 68

Note—108p.; From NDEA Inst. on Wood Technology (Eastern Kentucky Univ., June 10-Aug. 2, 1968).

EDRS Price MF-\$0.50 HC-\$5.50

Descriptors—*Building Materials, Curriculum Development, *Curriculum Guides, *Industrial Arts, Instructional Improvement, Lumber Industry, *Resource Materials, Summer Institutes, Teacher Developed Materials, Teacher Education, *Woodworking

Identifiers—*National Defense Education Act Title XI Institute, NDEA Title XI Institute

Prepared by participants in the 1968 National Defense Education Act Institute on Wood Technology, this syllabus is one of a series of basic outlines designed to aid college level industrial arts instructors in improving and broadening the scope and content of their programs. The primary objective of this course outline is to point out the importance and the many uses of wood and wood products. Topics covered are: (1) Lumber Grades and Sizes, (2) Plywood, (3) Veneer, (4) Fiberboard, (5) Particleboard, (6) Sheetboard, (7) Insulation Board, (8) Structural Sandwich Construction, (9) Shingles, (10) Pulp and Paper, (11) Wood Flour, and (12) Cellulose-

114 Document Resumes

Derived Products. Most units contain information on manufacturing processes, properties, types and grades, and uses of the products. Selected bibliographies are listed for each unit. The final section provides instructional aids, suggested projects and student activities, and materials and equipment needed for specific projects. The document is illustrated with drawings, charts, and photographs. Related documents are available as VT 007 857, VT 007 858, and VT 007 861. (AW)

ED 031 559 VT 007 860
Wood Substitutes; A Base Syllabus on Wood Technology.

Eastern Kentucky Univ., Richmond.

Pub Date Aug 68

Note—58p.; From NDEA Inst. on Wood Technology (Eastern Kentucky Univ., June 10 Aug. 2, 1968).

EDRS Price MF-\$0.50 HC-\$3.00

Descriptors—Curriculum Development, *Curriculum Guides, *Industrial Arts, Instructional Improvement, *Resource Materials, Summer Institutes, Teacher Developed Materials, Teacher Education, *Woodworking

Identifiers—*National Defense Education Act Title XI Institute, NDEA Title XI Institute, Wood Substitutes

This curriculum guide is for use by college instructors concerned with expanding traditional woodworking programs. It was developed in a National Defense Education Act summer institute and is based on an outline provided by members of a previous institute. The content concerns wood substitutes which are made to resemble wood and are often used with wood but contain no wood or wood products. Units are (1) The Manufacture of High Pressure Plastic Laminate, (2) Vinylwood Veneers, (3) Vinyl Wrapped Wood Substitutes, (4) Wood Grain Reproduction on Wood and Other Materials, and (5) High Pressure Molded Products. Each unit contains information relative to the development, use, and production of the wood substitutes and a reference bibliography. (EM)

ED 031 560 VT 007 861
Wood Properties and Kinds; A Base Syllabus on Wood Technology.

Eastern Kentucky Univ., Richmond.

Pub Date Aug 68

Note—130p.; From NDEA Inst. on Wood Technology (Eastern Kentucky Univ., June 10 Aug. 2, 1968).

EDRS Price MF-\$0.75 HC-\$6.60

Descriptors—Building Materials, Curriculum Development, *Curriculum Guides, *Industrial Arts, Instructional Improvement, Learning Activities, Lumber Industry, Plant Growth, Plant Identification, *Plant Science, *Resource Materials, Summer Institutes, Teacher Developed Materials, Teacher Education, Trees, *Woodworking

Identifiers—*National Defense Education Act Title XI Institute, NDEA Title XI Institute

Prepared by participants in the 1968 National Defense Education Act Institute on Wood Technology, this syllabus is one of a series of basic outlines designed to aid college level industrial arts instructors in improving and broadening the scope and content of their programs. This booklet is concerned largely with the physical composition and behavior of wood and the factors influencing its utilization. Headings of the five major units are: (1) Wood, What It Is, (2) The Plant Origin of Wood, (3) Gross Features of Wood, (4) Natural Defects in Wood, and (5) The Identification of Wood. A section of experiments, including teaching aids, equipment needed, sample test questions, suggested student problems and projects, and references, presents information on such properties of wood as density and specific gravity, moisture content, strength characteristics, and structure. The guide is illustrated throughout with drawings, diagrams, photographs, tables, and graphs. A glossary and bibliography are included. Related documents are available as VT 007 857, VT 007 858, and VT 007 859. (AW)

ED 031 561 VT 008 178
Industrial Materials. Final Technical Report of NDEA Institute (San Jose State College, June 24-August 2, 1968).

San Jose State Coll., Calif.

Pub Date 68

Note—101p.

EDRS Price MF-\$0.50 HC-\$5.15

Descriptors—Curriculum Development, *Industrial Arts, *Inservice Teacher Education, Instructional Improvement, Instructional Media, Program Administration, Program Descriptions, *Program Evaluation, *Summer Institutes, Teacher Improvement

Identifiers—Industrial Materials, *National Defense Education Act Title XI Institute, NDEA Title XI Institute

This descriptive and evaluative report covers a National Defense Education Act, Title XI, summer institute which was attended by 24 industrial arts teachers, supervisors, and teacher educators from 15 states. The objectives of the institute were to teach information about industrial materials and to allow participants to develop instructional and curriculum materials involving instructional media. Industrial arts faculty at San Jose College were responsible for planning and conducting the institute. The bases used for evaluation were staff estimation, a pre- and post-test of the participants' knowledge of industrial materials, and a survey of participants to determine satisfaction with several aspects of the institute. General conclusions were positive and indicated participant growth, successful curriculum materials development, increased knowledge of industrial materials and instructional media, and increased use of such knowledge through planned inservice education or updated instruction. The appendixes include questionnaires, sample curriculum materials, and evaluation data. (EM)

ED 031 562 VT 008 185

Cochran, Leslie H. Wolansky, William D.
NDEA Institute for Advanced Study in Industrial Arts. (Detroit, June 24-August 2, 1968). Final Report. Integration of Fluid Power Instruction Into Energy and Propulsion Systems.

Wayne State Univ., Detroit, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—Curriculum Development, *Fluid Power Education, Industrial Arts, *Industrial Arts Teachers, Material Development, Participant Satisfaction, *Program Descriptions, *Program Evaluation, *Summer Institutes, Teacher Education, Teacher Improvement

Identifiers—*National Defense Education Act Title XI Institute, NDEA Title XI Institute

The institute was designed to provide industrial arts teachers with updating experiences in fluid power education. It had four educational phases: technical instruction, directed field experiences, teaching strategies, and professional development. The latter involved meeting with participants in two other institutes. Twenty-one participants were selected from 360 applicants. Evaluation data collected from the participants indicated a high degree of satisfaction with the program. The evaluation instrument and participant list are included. A related document is VT 008 184. (EM)

ED 031 563 VT 008 431

Winters, Joseph S.

Career Programs in Two-Year Colleges.

New York State Education Dept., Albany. Bureau of Occupational Education Research

Pub Date Jan 69

Note—79p.

Available from—Bureau of Occupational Education Research, New York State Education Department, Washington Avenue, Albany, New York 12224

EDRS Price MF-\$0.50 HC-\$4.05

Descriptors—Business Education, College Curriculum, *College Programs, Community Colleges, *Directories, *Educational Guidance, Educational Opportunities, Health Occupations Education, Junior Colleges, Occupational Guidance, *Post Secondary Education, *Technical Education, Technical Institutes

Identifiers—New Jersey, New York

Information obtained from the 2-year colleges of New York and New Jersey is presented in this directory. Career curriculums in 140 areas are offered by the 66 institutions. In the institutional directory, information includes cost, financial aid, and career curriculums offered. In the second section, colleges are classified by the occupational areas of business, health and services, and technologies. A map showing the approximate location of each institution is included in the document. This is a revision of ED 021 980. (DM)

ED 031 564

VT 008 461

Coordinated Home Care Training Manual.

Michigan Univ., Ann Arbor. Home Care Training Center.; Public Health Service (DHEW), Washington, D.C.; Visiting Nurse Association, Detroit, Mich.

Pub Date 66

Note—109p.

Available from—Home Care Training Program, 109 Observatory, University of Michigan, Ann Arbor, Michigan 48104 (\$2.00)

EDRS Price MF-\$0.50 HC-\$5.55

Descriptors—*Community Health Services, Companions (Occupation), Dentistry, Dietetics, *Health Occupations Education, Health Services, *Home Programs, Medical Services, Nursing, Occupational Therapy, Physical Therapy, *Program Administration, Program Development, *Program Guides, *Program Planning, Social Work, Speech Therapy, Visiting Homemakers

This manual is intended as a source of information and assistance in the planning, organization, implementation, and evaluation of home care programs. There are ten major sections: (1) Introduction (review of the history of home care and definition of pertinent terms), (2) Program Planning, (3) Organizational Structure, (4) Coordination and Administration of Home Care Services, (5) Home Care Services (discussion of medical, nursing, social work, physical therapy, nutrition, occupational therapy, speech therapy, dental, home health aide, and homemaker services), (6) Additional Home Care Services (discussion of education, friendly visitor, meals, transportation, podiatry, psychology, recreational therapy, and work at-home program services), (7) Planning Patient Care, (8) Financing Coordinated Home Care, (9) Records, and (10) Evaluation. Appendixes include information regarding (1) training courses, (2) resources for training materials and consultation, (3) field trips, and (4) evaluation of training courses. (JK)

ED 031 565 VT 008 486

Water and Wastewater Technology; A Suggested 2-Year Post High School Curriculum.

Department of the Interior, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Report No.—OE-80057

Pub Date Dec 68

Note—141p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.280.80057, \$1.50)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Bibliographies, Course Descriptions, Curriculum, Curriculum Guides, Educational Equipment, Educational Facilities, *Environmental Technicians, Health Personnel, *Post Secondary Education, Program Administration, Program Costs, Program Development, *Program Guides, *Technical Education, *Water Resources

Identifiers—*Water and Waste Water Technology

This curriculum guide with accompanying course outlines was developed by technical education specialists for teacher use in conducting courses of instruction for the preparation of water and wastewater technicians. The content objectives are to provide students with a background of knowledge in the diverse areas of applied sanitation which relate to water and wastewater: a foundation in microbiology and basic hydraulics, sanitary chemistry and biology, water supply and wastewater collection, water purification, wastewater treatment, and water pollution control. The material is to be used over a 2-year period of systematic instruction at the post secondary level of education. Teachers of sanitation subjects must have special competencies derived from training in technical subject matter, practice, and instructional experience. Students should be high school graduates with reasonable maturity and seriousness of purpose and whose educational backgrounds include chemistry, physics, and mathematics, including algebra and geometry. In addition to a 265-entry bibliography of text and references, information on technical education procedure, facilities, equipment and cost, and scientific and technical societies is included. (CH)

ED 031 566

VT 008 576

Guidelines in Business Education 1968.

New York State Education Dept., Albany. Bureau of Occupational Education Research
Pub Date 69
Note—57p.

Available from—Department of Business Education, State University of New York, Albany, New York 12203

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—Bibliographies, *Business Education, *Distributive Education, *Educational Philosophy, Educational Responsibility, Evaluation Criteria, Fundamental Concepts, Generalization, *Guidelines, Public Schools, Staff Role

Twenty-one guidelines for the conduct of business education in public schools were prepared by two conference groups of teachers, supervisors and teacher educators in business education. In this bulletin, business education is used to include both office education and distributive education. While business education is acknowledged as an aspect of total education for general and social living, this series of guidelines is primarily job oriented. Each guideline is followed by (1) a brief declaration of the rationale on which it is based and (2) by suggestions for implementation in the actual school situation. A selected bibliography of supplemental references is appended. (CH)

ED 031 567

VT 008 602

Summaries of Studies in Agricultural Education, 1963-1965.

American Vocational Association, Washington, D.C. Committee on Research in Agricultural Education.

Pub Date 68

Note—144p.

Available from—Interstate Printers and Publishers, Inc., 19-27 North Jackson Street, Danville, Illinois 61832 (\$3.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—*Abstracts, *Agricultural Education, Annotated Bibliographies, Doctoral Theses, *Educational Research, Masters Theses, Publications, *Research Projects

Abstracts of 151 studies completed in agricultural education during the 1963-65 academic years are included in this annotated bibliography. Criteria used by the research committee of the Agricultural Education Division of the American Vocational Association in selecting studies for publication were: (1) The study contributed significantly to the solution of problems in agricultural education, (2) The study employed an adequate design, used appropriate procedures, and involved sufficient data which were effectively summarized and resulted in justifiable conclusions, (3) The study has been published in a professional journal, is available for loan from a university library, or is available from a state department of education, and (4) The study reported staff research or research submitted as a thesis or dissertation for a graduate degree. Only those studies were included in which inferences were drawn applicable to areas or regions broader than local communities. Each abstract contains a bibliographic entry, the purpose of the study, the method, and findings. Studies are indexed by subject areas. [Not available in hard copy due to marginal legibility of original document.] (CH)

ED 031 568

VT 008 609

Kalacheck, Edward

The Youth Labor Market. Policy Papers in Human Resources and Industrial Relations No. 12.

Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations; National Manpower Policy Task Force, Washington, D.C.

Pub Date Jan 69

Note—97p.

Available from—Publications Office, Institute of Labor and Industrial Relations, Museums Annex, Ann Arbor, Michigan 48104.

EDRS Price MF-\$0.50 HC-\$4.95

Descriptors—Employment Problems, Entry Workers, *Labor Market, *Literature Reviews, Manpower Needs, Manpower Utilization, Research Needs, *Unemployment, Vocational Adjustment, Wages, Work Experience, *Youth Employment, *Youth Problems

Literature on the job-hunting and the work records of young persons in school and during their initial period of adjustment to full-time membership in the labor force is reviewed and

evaluated. While this suggests an analysis of the labor market experiences of 14 to 24 year olds, most of the literature to be surveyed deals with a more narrowly defined age group, 14-19 or 16-19. In summarizing what is known, it is anticipated that aspects of the employment, unemployment, and labor force participation of teenagers requiring additional research will be identified. This study typifies the teenage labor force member as being enrolled in school, and seeking part-year and/or part-time work which will yield some income and some work experience. The claims on his time and energy generally do not permit him to seriously compete for jobs on a promotion ladder. Considerably more information is needed concerning the absolute and relative advantages of significant investment in job counseling services, in placing increased emphasis on vocational education, or in establishing youth placement bureaus closely allied to the school. (CH)

ED 031 569

VT 008 707

Science Education as It Relates to Technical Education.

American Association for the Advancement of Science, Washington, D.C. Commission on Science Education; American Association of Junior Colleges, Washington, D.C.; American Technical Education Association, Inc., Delmar, N.Y.

Report No.—AAAS-Misc-Pub-69-5

Pub Date 68

Note—58p.; Papers from a Symposium at the Annual Meeting of the American Association for the Advancement of Science (Dallas, Texas, December 29, 1968).

Available from—Education, American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 (single copies no charge)

EDRS Price MF-\$0.50 HC-\$3.00

Descriptors—*Conference Reports, *Curriculum, Industry, Manpower Utilization, *Post Secondary Education, *Science Education, Science Programs, Sciences, Scientific Concepts, Scientific Manpower, Speeches, Student Motivation, Talent Utilization, Teacher Qualifications, *Technical Education, Technical Mathematics

The purpose of the symposium was to bring to the attention of the scientist, the industrialist, and the educator some of the critical problems facing the implementation of program offerings for technicians. Presentations were "The Science, and Mathematics Base of A Technical Curriculum" by Maurice W. Roney, "Science-Based Technical Education in the American Educational System" by Jerry S. Dobrovolsky, "Problems of Student Motivation and Identification with Science in Technical Education," by Stanley M. Brodsky, "Science Requirements for a Technical Teacher" by Arnold A. Strassenburg, "Technicians and Industry" by Joseph A. Patterson, "Utilization of Technicians in Engineering Laboratories at Bell Helicopter Company" by George H. Linnabery, and "Training and Utilization of Engineering Scientific Technicians in the Petroleum Industry" by Harold S. Kelly. Because of the shortage of competently trained paraprofessional employees in all of the professional fields, science educators are urged to become involved in the development of new approaches in science education to help eliminate some of the problems confronting science educators in technical education programs. (CH)

ED 031 570

VT 008 719

An Approach to the Articulation and Coordination of Occupational Preparatory Curricula from the High School Through the Community College; Paper and Reports of Task Forces I and II.

Oregon State Board of Education, Salem; Oregon State Dept. of Employment, Salem.

Pub Date 16 Dec 68

Note—255p.

EDRS Price MF-\$1.00 HC-\$12.85

Descriptors—Admission (School), Agricultural Education, *Articulation (Program), Business Education, *Community Colleges, Curriculum, Demography, Educational Planning, Educational Trends, Employment, Enrollment Influences, *High Schools, Industrial Education, Occupational Information, *Program Coordination, Tables (Data), *Vocational Education

The primary objective of this project was to produce a suggested plan for promoting and guid-

ing the development and expansion of occupational education in Oregon high schools and community colleges. To achieve the major objective, special task force groups were assembled to work on specific aspects of the total project: labor market data, curriculum articulation, curriculum coordination, and open enrollment relations. Task force reports on labor market data and on curriculum articulation are included in this document. The task force groups included representatives from high schools, community colleges, the Oregon Board of Education, Oregon State University, and the State Employment Service. The plan must ultimately provide for articulation of occupational preparatory curricula from the senior high school to specialized vocational-technical preparation in the community colleges; for coordination and distribution of occupational preparatory curricula among community colleges; and for operation of student services that promote effective development of human resources and efficient utilization of physical resources. (CH)

ED 031 571

VT 008 786

Hunter, Harold G., And Others

The Process of Developing and Improving Course Content for Military Technical Training. Technical Report 69-9.

George Washington Univ., Alexandria, Va. Human Resources Research Office.

Spons Agency—Office of Research and Development (Army), Washington, D.C.

Pub Date May 69

Note—69p.

EDRS Price MF-\$0.50 HC-\$3.55

Descriptors—Bibliographies, *Course Content, Course Objectives, Course Organization, *Curriculum Development, Glossaries, *Military Training, *Models, Program Evaluation, Questionnaires, Skill Analysis, Task Analysis, *Technical Education, Vocational Education Identifiers—Consolidated Training and Education Program, CTEP

The purpose of this study was to identify and analyze curriculum development policies and procedures used by the Army, Navy and Air Force to develop and/or to revise the subject matter for technical training courses. The scope of the study was confined to first term enlisted technical training, particularly in electronics and other technical fields in which training costs are high. A model for curriculum development in military training was developed from training-research findings and practices and consists of seven steps to curriculum development: (1) conduct system analysis, (2) develop task inventory, (3) develop a job model, (4) conduct task analysis, (5) derive training objectives, (6) develop the training program, (7) monitor the trained product and modify the training curriculum. A comparison between this model and the training development procedures used in the military services indicated need (1) for better procedures for determining the adequacy of training content and the means for improvement, (2) for detailed guidance for developing and conducting the first four steps of the model process: criteria for allocating training content to formal instruction or on-the-job learning, performance specifications for graduates, and feed back from training programs, and (3) for more opportunities for career fields in training. (CH)

ED 031 572

VT 008 787

Silverman, Joe

A Computer Technique for Clustering Tasks. Technical Bulletin STB 66-23.

Naval Personnel Research Activity, San Diego, Calif.

Pub Date Apr 66

Note—73p.

EDRS Price MF-\$0.50 HC-\$3.75

Descriptors—Bibliographies, *Cluster Grouping, Computer Oriented Programs, *Computer Programs, Grouping Procedures, Information Processing, Job Development, Job Skills, Military Training, *Models, Occupational Clusters, Program Descriptions, Questionnaires, Research Tools, Systems Approach, Tables (Data), *Task Analysis, *Techniques

The technical objective of this research was to develop a computer method for arranging a number of individual task patterns, representing job incumbents in a given occupational area, into groups or clusters. This advanced computerized technique for clustering work tasks produces

homogeneous clusters of task patterns using an input of tasks performed in a sample of jobs. These clusters represent the occupational specialties that exist in a field of work. The important features of this technique are: (1) its capacity for computer analysis of task patterns of large numbers of subjects, (2) its capability for computer assistance in making research decisions at various levels of task analysis, and (3) its flexibility as a tool of pattern recognition and structuring. With only minor modification, the computer programs and concepts described in this report should be of interest to those concerned with other clustering, classifying, and taxonomic techniques. (CH)

ED 031 573 VT 008 793

Brown, Minnie Miller And Others

A Study of North Carolina Negro Homemakers. Extension Evaluation Study No. 4.

North Carolina State Agricultural Extension Service, Raleigh.

Pub Date Sep 64

Note—127p.

Available from—North Carolina Agricultural Extension Service, North Carolina State University, Room 105, Ricks Hall, Raleigh, North Carolina 27607

EDRS Price MF-\$0.50 HC-\$6.45

Descriptors—Agricultural Education, Comparative Analysis, Consumer Education, Disadvantaged Groups, Educational Needs, *Extension Education, Homemakers Clubs, Homemaking Education, Homemaking Skills, *Housewives, *Individual Characteristics, *Negroes, Negro Mothers, Socioeconomic Influences, *State Surveys

Identifiers—*North Carolina

This statewide study of the home demonstration program in nine representative counties was designed to determine home economics extension program needs, to discover the degree of participation, and to locate people who might profit from the program. Personal interviews were conducted with 498 home demonstration club members and 572 nonmembers. National and state studies previously made in connection with family living and home economics were also examined. Findings are in the areas of: (1) residence, (2) home ownership, (3) age, (4) family composition, (5) education, (6) family income, (7) employment status, (8) home facilities, conveniences, and newspaper subscriptions, (9) clothing, (10) family financial management, (11) home furnishings, (12) planned housing changes, (13) production, conservation, and use of foods at home, (14) organization membership and leadership, and (15) family life concerns. The findings suggest the need for further training of personnel and changes in program emphasis and approaches. It is anticipated that future agricultural, youth and 4-H community development, and home economics programs will be affected. (JK)

ED 031 574 VT 008 844

Targets for In-Service Training.

Joint Commission on Correctional Manpower and Training, Washington, D.C.; Office of Law Enforcement Assistance, Washington, D.C.

Pub Date Oct 67

Note—73p.; Reports presented at a seminar (Washington, D.C., May 4-5, 1967).

Available from—Joint Commission on Correctional Manpower and Training, 1522 K Street, N.W., Washington, D.C. 20005 (\$1.00)

EDRS Price MF-\$0.50 HC-\$3.75

Descriptors—Administrative Organization, Behavioral Objectives, Conference Reports, *Correctional Education, Corrective Institutions, Criminals, *Delinquent Rehabilitation, Educational Methods, *Inservice Education, *Inservice Programs, Interagency Cooperation, Personnel Needs, Professional Education, *Professional Personnel, Program Evaluation, Rehabilitation, Speeches

A total of approximately 36 representatives of state, interstate, and federal agencies; universities; national voluntary associations; industry; and the staff of the Joint Commission on Correctional Manpower and Training participated in the conference with the purpose of exploring the area of inservice training for personnel working in the rehabilitation of the public offender. Papers presented in the document are: (1) "Overview of Inservice Training" by Carl Kludt, (2) "Training Methods" by Lyman Randall, (3) "Colorado Training Programs" by Howard Higman, (4) "Organizational Arrangements for Training" by

David Jelinek, and (5) "Evaluation of Inservice Training" by Carol Weiss. A brief statement of reaction and a summary of discussion from the floor follow each paper. Recommendations, presented in an overall summary presentation, include: (1) emphasizing training for work in the community, (2) stressing skills for interagency goal-setting, (3) giving attention to the correctional worker's role with offenders, who presently do not get into the correctional system or are dropped out in the screening process, and (4) developing new approaches to inservice training evaluation. A summary of this report is available as VT 008 845. (JK)

ED 031 575 VT 008 846

Criminology and Corrections Programs: A Study of the Issues.

Joint Commission on Correctional Manpower and Training, Washington, D.C.

Pub Date Jul 68

Note—107p.; Papers presented at a seminar (Washington, D.C., May 1-2, 1968)

Available from—Joint Commission on Correctional Manpower and Training, 1522 K Street, N.W., Washington, D.C. 20005 (\$1.00)

EDRS Price MF-\$0.50 HC-\$5.45

Descriptors—"College Programs, Conference Reports, *Correctional Education, Criminals, Criminology, Curriculum, *Delinquent Rehabilitation, Higher Education, Interagency Cooperation, Interdisciplinary Approach, Manpower Needs, National Surveys, *Preservice Education, *Professional Education, Professional Personnel, Rehabilitation, Relevance (Education), Speeches, Status

The purpose of the seminar was to explore the problems of programs in criminology and corrections in institutions of higher education. In "Issues for the Seminar" by John J. Galvin, the following are some of the proposals offered for consideration: (1) reaching of some practical agreement concerning categories and responsibility levels of work as related to curricula, (2) realistic assessment of what is possible in the area of employment standards, (3) interaction between universities and the service field, (4) liaison between the university department offering the corrections program and university departments offering related services, (5) massive financial support, and (6) avoidance of policies which would lock out individuals who formerly lacked opportunity to acquire credentials. Other papers include: (1) "Higher Education Programs in Criminology and Corrections" by Loren Karacki and John J. Galvin, (2) "Content of the Curriculum and Its Relevance for Correctional Programs" by Peter P. Lejins, (3) "Universities and the Field of Practice in Corrections" by Vernon B. Fox, and (4) "The Prestige of Corrections Curricula" by T. C. Esselstyn. Discussion from the floor relating to problems of concern to all correction and criminology programs is also reported. (JK)

ED 031 576 VT 008 848

McNickle, Roma K., Ed.

Differences That Make the Difference.

Joint Commission on Correctional Manpower and Training, Washington, D.C.

Pub Date Aug 67

Note—75p.; Papers presented at a seminar on the implications of Cultural Differences for Corrections (Washington, D.C., January 30-31, 1967).

Available from—Joint Commission on Correctional Manpower and Training, 1522 K Street, N.W., Washington, D.C. 20005 (\$1.00)

EDRS Price MF-\$0.50 HC-\$3.85

Descriptors—"Correctional Education, Criminals, *Cultural Differences, Cultural Disadvantage, *Cultural Factors, Cultural Interrelationships, Delinquent Rehabilitation, *Ethnic Groups, Indigenous Personnel, Minority Groups, *Rehabilitation, Seminars, Speeches

A total of 20 representatives of state and federal agencies, universities, national voluntary associations, and the staff of the Joint Commission on Correctional Manpower and Training participated in a conference to encourage the inclusion of content relating to different cultural groups in the training of persons who work with these groups in the field of corrections. Papers presented in the document were given by individuals who are members of minority groups or have worked closely with them, and were entitled: (1) "Mexican-Americans," (2) "Spanish-

Speaking People of the Southwest," (3) "American Indians," (4) "Japanese-Americans," (5) "American Negroes," (6) "Puerto Ricans," and (7) "The Job Corps Experience with Minorities." Recommendations in the summary presentation, "Cultural Differences: Implications for Corrections" include: (1) incorporating content on cultural differences into training programs, (2) using minority group members as instructors, (3) training future workers "in context," (4) matching workers with client groups, (5) locating offices in areas where offenders live, and (6) employing ex-offenders as workers. A summary of this report is available as VT 008 849. (JK)

ED 031 577 VT 008 850

The Public Looks at Crime and Corrections.

Harris (Louis) and Associates, Inc., New York, N.Y.

Spons Agency—Joint Commission on Correctional Manpower and Training, Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Mar 68

Note—34p.; Report of a survey, November 1967.

Available from—Joint Commission on Correctional Manpower and Training, 1522 K Street, N.W., Washington, D.C. 20005 (\$1.00)

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—Career Choice, Community Attitudes, *Correctional Education, *Corrective Institutions, *Criminals, *Delinquent Rehabilitation, Employment Problems, Law Enforcement, Manpower Needs, National Surveys, *Public Opinion, Recruitment, Rehabilitation, Volunteers

Nearly 1,000 adults and 200 teenagers in a representative sample of 100 geographical locations were interviewed regarding: (1) general attitudes toward corrections, (2) feelings about contacts with convicted offenders on their return to the community, and (3) opinions about corrections as a career. Some findings were: (1) Whites and Negroes agreed that parental laxity is the single most important factor in the development of a criminal but Negroes felt that the cumulative impact of poverty, unemployment, and a bad environment is significantly more important, (2) Police received generally positive ratings, (3) There was an undercurrent of opinion that the police and courts have been overrestricted, (4) It was felt that rehabilitation was underemphasized, (5) Probation was not favored for most adult crimes, (6) Drug addiction and alcoholism were considered illnesses, (7) Willingness to offer job opportunities to released convicts was limited, (8) There was support for Halfway Houses, (9) Attitudes toward volunteer work were positive, and (10) Teenagers are not interested in corrections work because they feel positive results are unlikely. A summary of this report is available as VT 008 851. (JK)

ED 031 578 VT 008 863

Manpower Impacts of Industrial Technology.

New York State Dept. of Labor, Albany.

Research and Statistics Office.

Report No.—Pub-B-172

Pub Date Feb 69

Note—100p.

EDRS Price MF-\$0.50 HC-\$5.10

Descriptors—Automation, Career Change, *Educational Needs, Employment Level, Employment Opportunities, Industrial Structure, Industry, Job Skills, Labor Problems, *Manpower Needs, *Manpower Utilization, *Occupational Surveys, Recruitment, Skill Obsolescence, State Surveys, Tables (Data), *Technological Advancement, Vocational Adjustment, Vocational Retraining, Work Simplification

Identifiers—New York

The effects of technological change on the manpower and training needs of New York State industry were studied in a survey of 281 industrial situations. The study was designed to help answer questions about the effects of factory and related technological change in displacing workers, in creating recruitment and training needs, and in altering the skills required of persons working on or in connection with industrial equipment during the period from 1962 to 1966. Of the situations studied, 15 involved the installation or modification of automatic production lines; 39 the addition of instrumentation to equipment; 105 metalworking and related equipment; 35 mechanical material handling and moving equipment; 20 packaging and related equipment;

29 assembly and related equipment; and 47 other equipment. Some jobs were eliminated in 259 of the 281 cases studied, with 4,542 workers being affected; however, the survey found that while the replacement of one type of machine by another was accompanied by upward skill changes in some cases and by downward changes in others, the number of no-change cases was numerically most important. (CH)

ED 031 579 VT 008 906
National Conference on X-Ray Technician Training (College Park, Maryland, September 7, 9, 1966).

Public Health Service (DHEW), Rockville, Md. Div. of Radiological Health.

Pub Date Sep 66

Note—90p.

EDRS Price MF-\$0.50 HC-\$4.60

Descriptors—Accreditation (Institutions), Career Opportunities, Certification, Community Colleges, *Conference Reports, Employment Statistics, Financial Support, *Health Occupations Education, Individual Characteristics, Occupational Surveys, Professional Associations, Program Descriptions, *Radiologic Technologists, Recruitment, Speeches, Teacher Education, *Technical Education

Identifiers—*National Conference On X-Ray Technician Training

The basic question to be considered was: "What will it take to provide adequate numbers of appropriately qualified operators of X-ray machines in medicine?" The conference was planned to provide maximum opportunity for exchange of ideas among technicians, educators of technicians, employers of technicians, and those involved in regulating the practice of technicians. There were approximately 340 participants. Major presentations included in the document are: (1) a keynote address by R.H. Morgan, (2) "Health Manpower" by H.I. Scudder, (3) "Radiologic Technologists—Professional Development and Regulation" by R.C. McGowan, (4) "AMA X-ray Technician" by A.N. Taylor, and (5) "New York State's X-ray Technology Program" by G.W. Larimore, John Roach, and H.T. Goldman. A sixth presentation, "X-ray Technician Manpower" by H.L. McMartin was primarily a report of findings of a Division of Radiological Health pilot study to determine the characteristics of 1,100 practicing technicians. Issues presented in work group reports included community college programs, financial support, career opportunities, licensure, teacher education, and inactive technicians. (JK)

ED 031 580 VT 008 926

Taviss, Irene Gerber, William
Technology and Work. Research Review No. 2.
Harvard Univ. Program on Technology and Society, Cambridge, Mass.

Pub Date 69

Note—51p.

Available from—Program on Technology and Society, Harvard University, Cambridge, Massachusetts (single copies without charge)

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—Administrative Policy, Annotated Bibliographies, *Automation, *Employment Patterns, Job Skills, Labor Force, *Literature Reviews, Manpower Utilization, *Occupational Mobility, Occupations, Social Change, Social Factors, Socioeconomic Influences, *Technological Advancement, Work Attitudes

Recent literature reflecting the impact of technological change on the occupational distribution of the labor force and on work patterns and skills is reviewed. Social and policy implications of technological change which are considered include mechanisms for improving the coordination between labor supply and demand and the problems and prospects of a future leisure society. The effect of technological advancement on the occupational distribution of the labor force is discussed in reference to professional, technical, skilled, unskilled, blue collar and white collar workers. Also 13 abstracts of materials published since 1966 are included. The effects of technological change on work patterns and skills deals primarily with the nature of the worker response to technological change and the question of whether skills levels are raised or lowered as a consequence of automation. Abstracts of 17 books and articles published since 1965 are included. The effects of technology on the problems of social choice in the allocation of

resources among productivity, leisure and retaining goals is discussed, accompanied by 16 abstracts of materials published in 1965 or later. The document contains an alphabetically arranged author index to the abstracts. (CH)

ED 031 581 VT 008 931

Itoh, Masayoshi Eason, Alice L.
Manual for Training Leprosy Rehabilitation Workers.

International Society for Rehabilitation of the Disabled, New York, N.Y. Committee on Leprosy Rehabilitation.

Pub Date 62

Note—73p.

Available from—International Society for Rehabilitation of the Disabled, 701 First Avenue, New York, New York 10017 (\$1.00)

EDRS Price MF-\$0.50 HC-\$3.75

Descriptors—Fundamental Concepts, *Health Occupations Education, Medical Services, Physical Therapists, *Physical Therapy, *Physical Therapy Aides, Rehabilitation, Special Health Problems, *Teaching Guides, Techniques

Identifiers—*Leprosy Rehabilitation

The purpose of this manual is to introduce the general concepts and techniques in leprosy rehabilitation to physical therapy aides. Because of the lack of well-trained, qualified, physical therapists, the committee on leprosy rehabilitation considers it necessary to publish a teaching manual outlining leprosy rehabilitation for those who work with leprosy patients in the field of physical therapy. This manual is to be used in conjunction with a training course for physical therapy aides under the direction of a qualified physical therapist or physician, and is not to be distributed as self-teaching material. Part I, "General Concepts," contains an outline of leprosy in general, common disabilities, deformities, and general orientation in rehabilitation. Part II, "Techniques," is devoted to a discussion of fundamental techniques which are commonly used in leprosy rehabilitation. Although the educational background for physical therapy aides may vary among nations, it is suggested that they should have completed at least grade 9 and preferably high school. Leprosy patients who are without serious disabilities and who meet the educational qualifications, may be trained as physical therapy aides. (CH)

ED 031 582 VT 008 950

The Implications of Vocational Development on High School Level Vocational-Technical Education. Final Report.

Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Vocational, Technical, and Continuing Education; Vocational-Technical School of Eastern Northampton County, Easton, Pa.

Pub Date 30 Jul 68

Note—146p.

EDRS Price MF-\$0.75 HC-\$7.40

Descriptors—Academic Performance, Decision Making, Educational Programs, Environmental Influences, Grade 9, High School Curriculum, High School Students, *Occupational Choice, Occupational Guidance, Occupational Tests, Program Improvement, *Readiness, Student Characteristics, *Student Interests, *Vocational Development, *Vocational Education, Work Attitudes

The study addresses the problems of: (1) how vocational-technical students arrive at their curricular and vocational choices, (2) how the vocational-technical experience that is offered in a vocational-technical school influences various aspects of the students' vocational development, and (3) the curricular implications of these findings. A series of exploratory studies, using student interviews, questionnaires, and Crites' Vocational Development Inventory (1965) which was administered to a total of 1,285 eighth grade boys and girls and 1,294 ninth grade boys and girls, indicated that the vocational readiness of vocational-technical students was questionable. The study then conducted a series of investigations with high school freshmen, sophomores, juniors and seniors and focused on choice-related attitudinal changes, work values, changes in vocational preference, achievement, and the relative effectiveness of the General Aptitude Test Battery at the ninth grade level. Proposed curricular revisions recommended broad exploratory opportunities in junior high school, narrowed exploration

in the first year cluster program and specialized preparation during remaining high school and post-high school years. (CH)

ED 031 583 VT 008 980

A List of Project Grants Awarded for Improvement in Nurse Training, June 1965-June 1968.

Public Health Service (DHEW), Arlington, Va. Div. of Nursing.

Report No.—Suppl-PHS-Pub-1154-2

Pub Date Jul 68

Note—50p.

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—Demonstration Projects, Directories, Grants, *Health Occupations Education, Instructional Improvement, Methods Research, *Nursing, *Professional Education, Program Improvement, *Research Projects

Identifiers—Nurse Training Act of 1964

Approximately 150 projects being funded under the Nurse Training Act of 1964 and undertaken by universities, colleges, and hospitals are briefly described. The name and location are supplied for the hospital conducting each project. VT 003 971 "Project Grants for Improvement in Nurse Training," is a related document. (JK)

ED 031 584 VT 008 991

Malsbary, Dean R. Holmes, Samuel F., Jr.

A Study of Education for the Distributive Occupations with Implications for Better Articulation of High School and Community College Programs in Connecticut.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education; Connecticut Univ., Storrs. Dept. of Higher, Technical, and Adult Education.

Pub Date May 69

Note—111p.

EDRS Price MF-\$0.50 HC-\$5.65

Descriptors—*Articulation (Program), Bibliographies, College Curriculum, Community Colleges, *Curriculum Research, *Distributive Education, *Educational Needs, High School Curriculum, *Job Skills, Program Content, Program Coordination, Program Improvement, Questionnaires, State Surveys, Vocational Development

Identifiers—Connecticut

A brief overview of high school and community college programs for distributive occupations is presented, along with a discussion of the general problem of articulation and coordination of competencies that should be developed at the secondary and post secondary levels. A discussion of the scope and development of distribution precedes the definition and discussion of several competency models. One author, in presenting a conceptual framework for distributive curriculums, identified four areas of necessarily broad competencies: marketing, social, basic skill, and technological competencies. Data for the study were obtained by questionnaires submitted to secondary and postsecondary distributive educators to identify desired competencies and levels of proficiency, that is, mastery or acquaintance. Findings of the study indicate that the transition from the secondary level of distributive education to the postsecondary level is in need of considerably more coordination. One basis for this conclusion was the finding that for 12 basic competencies, the high school required a mastery level of proficiency, while the community college required only an acquaintance level. A 70-item bibliography of books, periodicals, and theses is appended. (CH)

ED 031 585 VT 008 996

Crawford, Harold R.

Factors Affecting the Establishment of Young Farm Operators in Iowa and Implications for Agricultural Education.

Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Vocational Education.

Pub Date 69

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—*Agricultural Education, Agricultural Production, Doctoral Theses, *Educational Needs, Entry Workers, *Farmers, Individual Characteristics, Interviews, Occupational Information, Program Planning, *State Surveys, Young Adults, *Young Farmer Education

Identifiers—*Iowa

A stratified random sample of 307 young farm operators from the five farming areas of Iowa were interviewed to: (1) ascertain factors influencing the establishment of young farm operators, (2) estimate the number of young farm operators becoming established each year, (3) determine their agricultural education needs, (4) examine differences among the farming areas, and (5) determine the background and personal characteristics of young farm operators. Individuals between the ages of 18 and 30 were included in the sample population. Some findings were: (1) The population of young farmers in Iowa was estimated to be 13,630, (2) Their mean age was 26.2 years, (3) Three-fourths were high school graduates, (4) 88.7 percent participated in high school vocational agriculture programs, (5) Young farmers held an average of two occupations prior to farming, and (6) Participation in educational programs varied by farming area. Implications for education were derived in areas of educational needs, content of educational programs, methods in instructional programs, education for off-farm income and recommendations for young farmer education. This report is a consolidation of a doctoral thesis submitted to the Iowa State University of Science and Technology. (DM)

ED 031 586 VT 009 006

Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), Summer 1969.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—207p.

Available from—Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (\$2.75)

EDRS Price MF-\$1.00 HC-\$10.45

Descriptors—*Annotated Bibliographies, Clearinghouses, *Educational Research, Indexes (Locators), Information Dissemination, Resource Materials, *Technical Education, *Vocational Education

This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized by topical groupings: (1) Administration and Supervision, (2) Curriculum, (3) Employment and Occupations, (4) Evaluation and Measurements, (5) Facilities and Equipment, (6) Historical Studies, (7) Individuals with Special Needs, (8) Philosophy and Objectives, (9) Research Design and Research Development, (10) Students, Occupational Guidance, and Other Student Personnel Services, (11) Teachers and Teacher Education, (12) Teaching and Learning, and (13) Other Resources. Indexes provide an approach to the abstracts by (1) personal and institutional authors, (2) document accession number with a table showing ED numbers for documents available through the ERIC Document Reproduction Service, (3) vocational and supporting services, and (4) subjects. Documents which do not have an individual ED number are available in a separate microfiche set from the ERIC Document Reproduction Service (VT 009 007). (HC)

ED 031 587 VT 009 007

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), Summer 1969.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—7,417p.

EDRS Price MF-\$26.75 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Clearinghouses, *Educational Research, Indexes (Locators), Information Dissemination, Resource Materials, *Technical Education, *Vocational Education

Documents announced with VT numbers only in the Summer 1969 issue (VT 009 006) of "Abstracts of Research and Related Materials in Vocational and Technical Education" (ARM), are included in this microfiche set. Microfiche availability for these documents is shown on the ARM resume as MF AVAILABLE IN VT-ERIC SET. The microfiche set is arranged in the following sequence: (1) a Vocational-Technical (VT) number index to documents in the microfiche collection, (2) the author index, the vocational and supporting services index, and the subject index from ARM, and (3) the full text of documents listed in the VT number index. The tests are filmed continuously in VT number sequence. (BS)

ED 031 588 VT 009 016

Federal Programs Which May Support the Training of Neighborhood Residents for Jobs in Neighborhood Health Centers.

Office of Economic Opportunity, Washington, D.C. Community Action Program.

Report No.—OEO-6128-3

Pub Date Dec 68

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Community Agencies (Public), *Community Health Services, *Directories, Educational Programs, *Federal Programs, Financial Support, Grants, *Health Occupations Education, *Indigenous Personnel, Information Sources

The following programs are included: (1) Manpower Development and Training Act, (2) New Careers, (3) Vocational and Technical Education, (4) Work Incentive (WIN), (5) Neighborhood Youth Corps, (6) Demonstration Projects, and (7) Veterans Administration Training Assistance. Information about each program includes nature and purpose, national and local contacts, and activity to date in relation to the training of neighborhood residents for jobs in neighborhood health centers. (JK)

ED 031 589 VT 009 017

An Introductory Guide to Training Neighborhood Residents in Comprehensive Health Services Programs.

Office of Economic Opportunity, Washington, D.C. Community Action Program.

Report No.—OEO-6128-7

Pub Date Jan 69

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Administrative Organization, *Community Health Services, Companions (Occupation), *Educational Programs, Guidelines, *Health Occupations Education, *Indigenous Personnel, Interagency Coordination, Occupational Mobility, Program Content, Program Descriptions, Program Development, *Program Guides, Recruitment, Work Experience Programs

This guide for the development of training programs to prepare neighborhood residents to function as staff members in Comprehensive Health Services Projects is organized into an introduction and nine other sections. "A Special Training Program" discusses jobs and careers, learning style, practice, and basic skills. "Planning for the Training Program" discusses the development of job categories and assessment of community resources. "Recruitment and Selection" suggests approaches, emphasizes the importance of the recruitment of men, and considers the relevance of previous educational achievement. "Training Program" covers the phases of training: orientation, core training, skill training, on-the-job training, remediation, and counseling. "Schedules" discusses sequencing and integrating program phases and determining program length. "Training Supplements" discusses curriculum development and provisions for feedback. "Structure of the Training Program" discusses composition of the training staff and other resources for training such as other federal programs and colleges and universities. "Orientation of Professional Staff" treats content and approaches for inservice education. "Upward Mobility" discusses developing rungs in the career ladder and securing advanced training outside the center. (JK)

ED 031 590 VT 009 033

Gordon, Shirley J. Nursing Research Conference (4th, New York, N.Y., March 4-6, 1968).

American Nurses' Association, New York, N.Y.

Spons Agency—Public Health Service (DHEW), Washington, D.C. Div. of Nursing.

Pub Date 68

Note—306p.

EDRS Price MF-\$1.25 HC-\$15.40

Descriptors—*Conference Reports, Health Services, Hospitalized Children, *Information Dissemination, Medical Services, Mental Illness, Mothers, *Nursing, Older Adults, Public Health, *Research, Research Design, Research Methodology, *Research Projects, Research Utilization, Role Perception

Identifiers—*Nursing Research Conference

Forty invited participants, six speakers, and 17 representatives of governmental agencies and other national groups attended the conference. Invited participants were selected on the basis of the following criteria: (1) nurses recently or currently engaged in research as principal investigator, co-principal investigator, or collaborator in a multidisciplinary project, and (2) nurse faculty members of graduate programs within which there was a faculty research training and development program or a nurse-scientist training program. Research reports presented in the document include: (1) "Becoming Well: A Study of Role Change" by Betty Jo Hadley, (2) "A Comparison of Crises: Mothers' Early Experiences with Normal and Abnormal First Born Infants" by Alice M. Hosack, (3) "The Care of the Mentally Ill in America, 1604-1812, in the Thirteen Original Colonies" by Dora Blackmon, (4) "Older Patients and Their Care: Interaction with Families and Public Health Nurses" by Mary Adams, (5) "Problems in the Management of Tuberculosis Patients Who Suffer Mental Illness" by Shizuko Y. Fagerhaug, and (6) "On Thinking Patterns" by Andrea U. Bircher. Each research report is followed by a critique and a summary of general discussion. (JK)

ED 031 591 VT 009 054

Ilot, John Frederick David. Individual Project or Mass Production, An Experimental Comparison in Industrial Arts.

Pub Date 69

Note—370p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Document Not Available from EDRS.

Descriptors—Academic Achievement, Achievement Tests, Attitude Tests, Comparative Analysis, Doctoral Theses, Experimental Teaching, Grade 8, Grouping (Instructional Purposes), Individual Instruction, *Industrial Arts, Instructional Design, Instructional Materials, Mass Production, *Methods Research, Post Testing, Pretesting, Project Training Methods, Questionnaires, Student Attitudes, *Teaching Methods

Two laboratory instructional approaches, individual project and mass production methods, were compared to determine their relative effectiveness in developing student understanding of industry in industrial arts. It was hypothesized that knowledge of tools, operations, industrial organization, and materials of industry could be taught as effectively in terms of student behavioral change by the mass production instructional approach as by the individual project instructional approach. The experiment involved four teachers and eight classes of grade 8 metal-work students for 15 school days, each day having a 50-minute period of instruction for industrial arts. The Iowa Tests of Basic Skills were used to divide students into high, middle and low achievement groups. Pretest scores on each criterion measure were used as the covariance on two factor analyses of covariance performed with project data. Within each instructional approach some peculiarity in the pattern of scores and the criterion measures were observed; however, no significant differences were found between the two instructional approaches. This Ph.D. dissertation was submitted to the University of Missouri. (CH)

ED 031 592 08 VT 009 056

Larson, Milton E. Blake, Duane L. Institute on Occupational Analysis as a Basis for Curriculum Development. Final Report.

Colorado State Univ., Ft. Collins.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0339

Pub Date Jun 69

Grant—OEG-0-8-080339-3596

Note—112p.

EDRS Price MF-\$0.50 HC-\$5.70

Descriptors—Charts, Conceptual Schemes, Conference Reports, *Content Analysis, *Curriculum Development, Instructional Materials, *Job Analysis, *Occupational Clusters, Occupational Information, Participant Satisfaction, Program Evaluation, Questionnaires, Summer Workshops, *Vocational Education Identifiers—*Zoned Analysis

The primary objective of this institute was to develop facility in using the process of zoned analysis for curriculum construction in vocational education. Zoned analysis was defined as a method of graphic delineation by which factors involved in an organizational or research project may be systematically arranged in an orderly sequence. The analysis proceeds from the general to the specific and includes four zones: (1) major areas to be considered, (2) primary breakdown of ideas, (3) subjects for discussion, and (4) details regarding subjects. Examples of the process are included. Participants represented 47 states and Puerto Rico, all vocational services, and included specialists in curriculum construction, directors and supervisors of state and local programs, and vocational teacher educators. A list of participants is appended. (CH)

ED 031 593 08 VT 009 057

Racster, A.B. Tolbert, R.H.

Vocational Education Leadership Training Program. Final Report.

Georgia Univ., Athens.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1403

Pub Date Feb 69

Grant—OEG-2-7-671403-0390

Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—*Administrative Personnel, Coordinators, Educational Administration, Institutes (Training Programs), *Internship Programs, *Leadership Training, Participant Satisfaction, *Program Descriptions, Program Evaluation, Vocational Directors, *Vocational Education

A total of 21 persons, including area vocational-technical school directors, coordinators of post-secondary instruction, and supervisors of area high school programs, participated in the program aimed at preparing directors and coordinators of secondary and post-secondary vocational education programs. The 20-month training period was divided into three phases: Phase I concerned the development of basic understandings of overall responsibilities and involved visits to vocational education programs, lectures, and discussion group meetings. Phase II was a 3-week institute on the university campus designed to help trainees (1) study the various professional problems faced by a vocational education administrator, (2) examine supervision and administration, and (3) study administrative practices and principles related to program organization, coordination of the instructional program, and personnel management. Phase III was an internship in administration. Some of the accomplishments indicated by the trainees were: (1) a working knowledge of a comprehensive program as a basis for planning local programs, (2) knowledge of administrative responsibilities and related professional problems, and (3) practice in applying administrative principles and practices in on-going programs. (JK)

ED 031 594 08 VT 009 072

Gebhart, Richard H.

Developing American Industry Courses for the Secondary School.

Stout State Univ., Menomonie, Wis.

Bureau No.—BR-5-0058

Pub Date Mar 68

Contract—OEC-5-85-060

Note—33p.

Available from—American Industry Project, Stout State University, Menomonie, Wisconsin 54751 (single copies no charge)

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—*Conceptual Schemes, Course Descriptions, *Curriculum Development, Educational Innovation, *High School Curriculum, Illustrations, *Industrial Arts, Industry, Instructional Materials, Material Development, Models, *Program Descriptions, Program Design, Program Development, Teaching Guides

Identifiers—*Project American Industry

The construction of a conceptual framework of industry in the United States and the develop-

ment of a completely new secondary curriculum, called American Industry, are reported. Major emphasis is placed on the need of the secondary school to aid all people in developing an understanding of American Industry, the procedure used in identifying those knowledges necessary to understand American Industry, the specification of behavioral objectives, the development of a logical course sequence, and the development of instructional materials for teacher and student. The project formally defined American Industry as "an institution in our society which, intending to make a monetary profit, applies knowledge and utilizes human and natural resources to produce goods or services to meet the needs of man." Models and illustrations accompany the narrative description of the development of the conceptual framework, the curriculum materials, and the general operating characteristics of the course. (CH)

ED 031 595 08 VT 009 086

Consultants' Working Papers.

Oklahoma State Univ., Okmulgee. School of Technical Training.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-7003

Pub Date 28 Mar 69

Grant—OEG-0-9-467003-2477-085

Note—70p.; Papers presented at National Conference for Residential Vocational Education (Okmulgee, Okla., February 26-28, 1969).

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors—Admission Criteria, *Conference Reports, Curriculum, Disadvantaged Youth, Educational Facilities, Educational Philosophy, Educational Planning, Employment Services, *Residential Programs, Residential Schools, Site Selection, Speeches, Student Personnel Services, Teacher Qualifications, *Vocational Education, Vocational Followup

The development of understandings, attitudes, and appreciation appropriate for selective state and local vocational-technical educators, guidance personnel, general educators, and federal personnel with potential responsibilities for residential vocational education programs comprise the focus of this conference. Working papers which were presented as a basis for conference discussion included: (1) "Developing a Philosophy of Residential Vocational Education" by William T. Logan, Jr., (2) "Facilities-Residential, Education, and Student Services Facilities for Students in Residential Vocational Schools" by James M. Hughes, (3) "Geographical locations for Residential Vocational Schools" by J. Clark Davis, (4) "Selection and Evaluation of Students for Residential Vocational Schools" by Merrel R. Stockey, (5) "Student Life, Counseling, and Guidance for Students in a Residential Vocational School" by Kenneth B. Hoyt, and (6) "Curriculums, Course Objectives, and Instructional Materials for Students in Residential Vocational Schools" by Jim L. Moshier. A related document which includes summary papers by the consultants who presented the initial working papers is available as VT 009 087. (CH)

ED 031 596 08 VT 009 087

Consultants' Summary Papers.

Oklahoma State Univ., Okmulgee. School of Technical Training.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-7003

Pub Date 28 Mar 69

Grant—OEG-0-9-467003-2477-085

Note—77p.; Summary of papers presented at National Conference for Residential Vocational Education (Okmulgee, Okla., February 26-28, 1969).

EDRS Price MF-\$0.50 HC-\$3.95

Descriptors—*Conference Reports, Curriculum, Disadvantaged Youth, Educational Facilities, Educational Philosophy, Employment Services, *Residential Programs, Residential Schools, Site Selection, Student Personnel Services, Teacher Qualifications, *Vocational Education, Vocational Followup

The development of understandings, attitudes, and appreciation appropriate for selected state and local vocational-technical educators, guidance personnel, general educators, and federal personnel with potential responsibilities for residential vocational education programs comprised the focus of this conference. Major is-

ssues related to residential vocational education were identified as: (1) concern over the broad age coverage and the feasibility of training the ages of 14-21 as a merged group, (2) the overall role of residential vocational schools, and (3) the socioeconomic groups to be served. Recommendations of conference participants have been incorporated into summary papers which were presented as the final phase of the conference. A related document which presents the initial working papers by the authors of the summary papers included in this document is available as VT 009 086. (CH)

ED 031 597 08 VT 009 088

Purnell, Richard F. Lesser, Gerald S.

Work-Bound and College-Bound Youth: A Study in Stereotypes. Final Report.

Harvard Univ., Cambridge, Mass. Lab. of Human Development.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Bureau No.—BR-5-0128

Pub Date Apr 69

Contract—OEC-5-85-017

Note—210p.

EDRS Price MF-\$1.00 HC-\$10.60

Descriptors—College Bound Students, Comparative Analysis, Comprehensive High Schools, Educational Attitudes, Educational Environment, Educational Sociology, *Educational Status Comparison, Foreign Students, National Surveys, *Noncollege Preparatory Students, Parent Attitudes, Questionnaires, Self Concept, Stereotypes, *Student Attitudes, Values, *Vocational Education, Vocational High Schools

Identifiers—Denmark

Stereotypes about work-bound youth in vocational and comprehensive high schools were examined, using the students' own perceptions of on-going experiences in these two types of schools. Essentially two related stereotypes account for the wide-spread misconception about vocational and comprehensive high schools: (1) Vocational schools are seen as a "dumping ground" for lazy students and slow learners, and (2) Comprehensive high school education is seen as superior to vocational high school education for work-bound youth. Data were collected by self-administered questionnaires from 3,060 students (1,981 boys; 1,079 girls) attending six vocational high schools in as many states and from 1,827 students (890 boys; 937 girls) attending three comprehensive high schools in New England states. Also data were collected from 2,331 Danish vocational students in 14 schools in order to make comparisons with American vocational students. The findings of the study do not support the "dumping-ground" stereotype for this sample of specialized vocational high school students. Also, the findings suggest that American specialized vocational high school students fare as well in their views of themselves and of the education they are receiving as Danish vocational students who live in a country where vocational education is not considered degrading. (CH)

ED 031 598 08 VT 009 155

Research Visibility, 1968-69. Reports on Selected Research Studies in Vocational, Technical and Practical Arts Education.

American Vocational Association, Washington, D.C.

Bureau No.—BR-7-0633

Pub Date 69

Grant—OEG-2-7-070633

Note—147p.; Reprinted from The American Vocational Journal

Available from—American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005 (\$1.50)

EDRS Price MF-\$0.75 HC-\$7.45

Descriptors—Administration, Adult Vocational Education, Bibliographies, Curriculum, Disadvantaged Youth, *Educational Research, Evaluation, Indexes (Locators), Occupational Guidance, Post Secondary Education, Professional Education, Professional Personnel, *Research Reviews (Publications), *Vocational Education, Womens Education

Research reviews in this volume are a consolidation of Research Visibility articles which have been regularly published in the American Vocational Journal during the period September 1968 through May 1969. Major topics are: (1) Disadvantaged Youth: Rural Poverty and the

Urban Crisis, (2) Vocational Education for Girls and Women, (3) Postsecondary and Adult Education, (4) Human Resources and Vocational Guidance Services, (5) Administrative Problems in Vocational Education, (6) Research in Vocational and Technical Education, (7) The Vocational Education Curriculum, (8) Preparation of Professional Personnel for Vocational Education, and (9) Evaluation and Accreditation. Research reviews in each area are organized by sub-topic. In addition to the research reviews, editorial comment by the author and a bibliography of completed studies and studies in process are included. (DM)

ED 031 599 08 VT 009 157

Bases for Vocational Education for Food Service Industry Employees.

Iowa State Univ. of Science and Technology, Ames.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0129

Pub Date Jul 69

Contract—OEC-6-85-024

Note—364p.

EDRS Price MF-\$1.50 HC Not Available from EDRS.

Descriptors—Attitude Tests, Control Groups, *Educational Experiments, *Educational Planning, Educational Programs, Employee Attitudes, *Evaluation Techniques, Experimental Groups, Food Service Industry, *Food Service Workers, Inservice Programs, Interviews, *Occupational Home Economics, *Occupational Surveys, Post Testing, Pretesting, Program Evaluation, Questionnaires, *Trade and Industrial Education, Work Attitudes, Work Environment

As a preliminary step in establishing bases for food service training programs, data were collected from a sample of institutions including 4,496 restaurants, 158 hospitals, 436 nursing homes, and 343 custodial homes. A second phase involved developing inventories of attitudes toward food service employment and administering them to high school juniors and seniors, food service program enrollees, and 300 adults in middle and low socioeconomic segments. In the third phase, short courses were given to two experimental groups of 78 school lunch employees. In the fourth phase, instruments were developed to evaluate training through assessing the quality of service and food. Some findings were: (1) About 5 percent of restaurant and custodial home food service managers and 15 percent of nursing home food service managers had formal training, while 69 percent of hospital food service managers had training and 25 percent were qualified dietitians, (2) Among a sample of food service program enrollees, statements concerning relations with people obtained frequent favorable responses, and (3) Adults with some food service experience had significantly higher scores on all attitude inventories than those without experience. [Not available in hard copy due to marginal legibility of original document.] (JK)

ED 031 600 VT 009 158

Kruger, A.M., Ed. Meltz, N.M., Ed.

The Canadian Labour Market: Readings in Manpower Economics.

Toronto Univ. (Ontario). Centre for Industrial Relations.

Pub Date 68

Note—328p.

Available from—Centre for Industrial Relations, University of Toronto, Toronto 5, Ontario, Canada

EDRS Price MF-\$1.25 HC-\$16.50

Descriptors—*Economic Research, Educational Planning, Foreign Countries, *Labor Economics, *Labor Market, Labor Problems, Labor Supply, Manpower Needs, *Manpower Utilization, Occupational Information, Occupational Mobility, Program Evaluation, *Research Reviews (Publications), Resource Allocations, Technological Advancement, Theories, Unemployment, Vocational Education

Identifiers—*Canada

Canadian manpower problems were researched by a group of economists at the University of Toronto in areas of interest to manpower planners and students of the labor market. The dissatisfaction of policy makers with the present

operation of the labor market is discussed in three areas: (1) inadequate output due to alleged labor shortages, (2) mismatching of labor demand and labor supply, and (3) manpower implications of the trade-off, the dilemma between employment and inflation. An analysis of the current labor market is made with reference to the writings of the 19th century classical economists Adam Smith and J.S. Mill. Studies on technological progress and labor displacement, structural unemployment, the analysis of labor market information, and educational planning are included. The output of postsecondary educational institutions is evaluated relative to intellectual development, educational services provided, and market evaluation. (CH)

ED 031 601

Polk, Harold J.

Characteristics of Directors of Area Vocational Technical Schools.

Pub Date 69

Note—106p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—*Area Vocational Schools, Doctoral Theses, Educational Background, Employment Experience, Graduate Study, *Individual Characteristics, Occupational Surveys, Professional Recognition, Profile Evaluation, Questionnaires, *Success Factors, Tables (Data), *Vocational Directors, Work Experience

This study provides a profile of the typical director of an area vocational-technical school and a statistical comparison between the top and bottom 20 percent of each state's local directors. The purpose of this study was to ascertain those characteristics which are most representative of top ranking directors. Data were obtained by questionnaire from state directors of vocational education and two members of each staff in the 24 states with the largest number of operating area vocational-technical schools. Directors were rated according to the type, the quality, and the adequacy of the programs they operate. Of 728 personal data forms mailed to directors of area vocational-technical schools in the 24 states, 582 usable forms were received and provided the basis for the profile of personal, educational, and experience characteristics. The findings indicate positive relations between rated success as a local vocational-technical school director and (1) graduate preparation in vocational education, (2) undergraduate preparation at a private college or university, (3) the number of years of administrative experience in vocational education, and (4) membership in five or more professional organizations. (CH)

ED 031 602

Oxley, Vincent Edward

Trade and Technical Instructional Materials; Their Status, Preparation, and Use.

Pub Date 69

Note—183p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Educational Practice, Information Dissemination, Information Needs, Information Utilization, *Instructional Materials, Instructional Materials Centers, Interagency Coordination, *Material Development, *National Surveys, Questionnaires, State Departments of Education, Teacher Attitudes, Technical Education, *Trade and Industrial Education, Trade and Industrial Teachers

Information forms were sent to the state department of education, the 20 instructional materials laboratories, and 1,096 trade and technical teachers to secure data on the status, preparation, distribution and use of instructional materials. Some findings were: (1) Most state departments financially assist laboratories, (2) Few state departments use advisory committees or "clearinghouse" personnel, and few maintain liaison with commercial publishers, (3) About 70 percent of the state departments had conducted or planned to conduct evaluations of instructional materials, and 44 percent had conducted or planned to conduct institutes to train writers of instructional materials, (4) Demand for instruc-

tional materials was increasing, (5) Teachers with experience, those with degrees, and those who had taken courses in instructional materials maintained closer control over student use of the materials and were inclined to use the materials as models for developing their own materials. Recommendations include: (1) closer liaison between departments of education and laboratories, (2) approaches to minimize duplication of materials, and (3) annual publication by the Office of Education of lists of instructional materials. This Ed.D. dissertation was submitted to the University of Missouri. (JK)

ED 031 603

VT 009 192

Georgia Labor Mobility Demonstration Project.

December 1, 1967-December 31, 1968. Final Report.

Georgia State Dept. of Labor, Atlanta. Employment Security Agency.

Pub Date 21 Mar 69

Note—88p.

EDRS Price MF-\$0.50 HC-\$4.50

Descriptors—Charts, *Demonstration Projects, Employment Programs, *Employment Services, Financial Support, Individual Characteristics, Job Development, Labor Market, *Occupational Mobility, Program Descriptions, Recruitment, *Relocation, Tables (Data), *Unemployed

Identifiers—*Georgia Labor Mobility Demonstration Project

The effectiveness of using financial assistance and supportive services was studied in order to increase the ability of unemployed workers and reduce unemployment in Georgia. The project's close cooperation with the ongoing program of the employment service is evidenced by the fact that 99 percent of the workers obtained their jobs through the public employment service. Local employment service office managers and area supervisors assisted in designing the goals and purposes of the project, and in deriving the methods of operation and functional position of labor mobility. Of 793 persons eligible for relocation assistance, 282 were successfully physically relocated: 220 intrastate relations and 62 interstate relocations. Only 38 relocations were unsuccessful, 30 intrastate and 8 interstate. Organization and staffing, operations, and the relocation process are discussed in detail. Based on findings which evidence achievement of the basic purposes of the project, it was concluded that an ongoing nationwide program similarly conducted would materially and positively affect the national economy. (CH)

ED 031 604

VT 009 280

Pennsylvania's Abstracts of Research and Related Materials in Vocational Education.

Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date 69

Note—121p.

EDRS Price MF-\$0.50 HC-\$6.15

Descriptors—*Abstracts, *Annotated Bibliographies, Conference Reports, Demonstration Projects, Developmental Programs, *Educational Research, Indexes (Locators), Information Dissemination, Pilot Projects, Research Coordinating Units, Research Projects, Resource Materials, State Programs, Technical Education, *Vocational Education

Identifiers—*Pennsylvania

This publication contains abstracts of research and related materials useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers and others who have an interest in vocational and technical education. Most of the abstracted materials in this first publication represent the specific research and related projects funded with U.S. Public Law 88-210 ancillary funds through the fiscal years of 1965-1968. The abstracts are organized by the inclusive dates of the projects: (1) 1965 to 1966, (2) 1966 to 1967, (3) 1965 to 1967, (4) 1967 to 1968, (5) 1966 to 1968, (6) 1965 to 1968, (7) 1968 to 1969, (8) 1967 to 1969, and (9) 1966 to 1969. A vocational service index allows the reader an approach to documents in his area of interest: (1) Agriculture, (2) Business, (3) Distributive Education, (4) Guidance, (5) Health, (6) Home Economics, (7) Trade and Industry, and (8) All Services. Subscription information for three additional abstract journals is appended. (DM)

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